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ABSTRACT

This study focuses on reasons for the perceived superiority of mission senior high schools in contrast to private and government senior high schools in Liberia, West Africa. Since an effective principal may be equated with an effective school, the study examines background preparation, experience, and professional characteristics of Liberian principals. Findings recommend serious attention to the pre- and inservice training of principals if the most effective leadership is to be provided for Liberia's schools. The study suggests that when adequate preparation programs are offered for principals and when careful selection procedures for new principals are used, the probability for excellence in all schools will be increased. (Author/LD)

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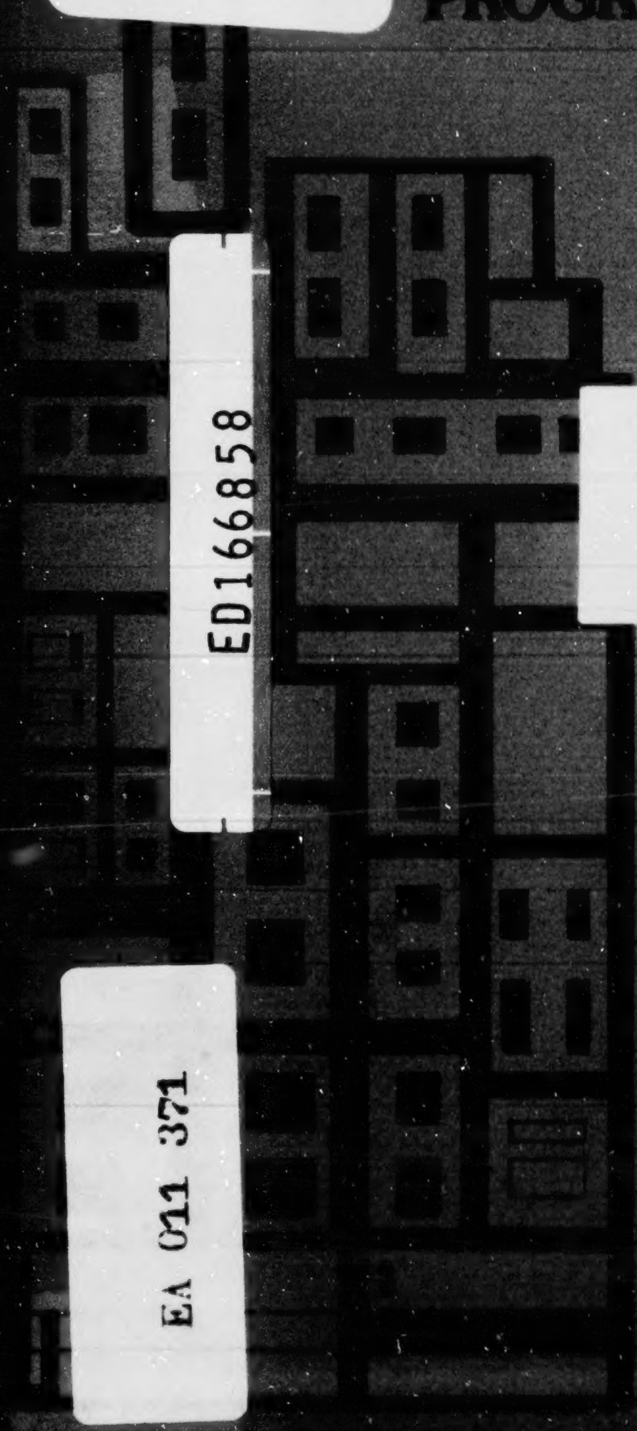

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A Cornerstone of National Development: Senior High School Leadership in Liberia, West Africa

by

Rodney J. Reed

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A Cornerstone of National Development: Senior High School Leadership in Liberia, West Africa

Rodney J. Reed

University of California
Berkeley, California

April, 1978

Preface

This is the second of three monographs dealing with education in Liberian senior high schools. In the first monograph, the descriptive characteristics of teachers were examined on the basis of school type--public, mission, private--to draw inferences for school staffing and teacher training. In this monograph, senior high school principals provide the basis for a systematic examination of selected descriptive, attitudinal and role behavior characteristics and their implications for pre- and in-service programs for principals.

In both monographs, a fundamental concern has been to understand why perceptions of variations in school quality exist in Liberia on the basis of school type. It is hoped that these studies will help to increase our knowledge concerning qualitative differences between public, mission and private high schools in Liberia and will provide a basis for improving educational opportunity there.

Neither monograph would have been possible without the resources of the Program in International Education Finance, a 211-d research grant awarded by the Agency for International Development to the School of Education, University of California, Berkeley. Thus, I owe a debt of gratitude to Professor Guy Benveniste, Principal Investigator, and Judith Balderston, Research Director, for their continuing support. I am also grateful for the assistance of Joan Killeen and Jo-Ann Work who typed various drafts and the final version of this monograph.

The views and conclusions described in this monograph belong solely to the author and do not represent either the views of the Agency for International Development or the United States Government.

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I

INTRODUCTION

Background

Proclaimed as essential for national growth and development, Liberia's school system has enjoyed continuous, although uneven, growth since the arrival of its early settlers. As early as 1826, only four years after the first settlers arrived and twenty-one years before Liberia became an independent Republic, a formal school had been established.[1] By 1830, six public schools were functioning.[2] By the mid 1800's, the number of schools increased to forty-three public and fifty-four mission schools. On a per capita basis, these schools represented twice as many as provided by either Sierra Leone, the French Ivory Coast, or other French West African colonies.[3]

Sustaining the early rate of school growth was difficult, and by 1900 the Liberian school system was struggling for existence. As a consequence, public schools existed mainly in and near Monrovia, Liberia's capital city; a few mission schools existed in the outlying areas. Nevertheless, education continued to be proclaimed by the Liberian government as a high priority. Financial support for a national education system, however, failed to reflect verbal affirmations. In 1950, for example, only five percent of the total government revenue of approximately forty million dollars (U.S.) was allocated to education. This amount slightly more than doubled in the ensuing years and the expansion of the school system was again possible.

By 1959 Liberia had 366 government schools, 147 mission schools, and 68 private schools. While most of these schools were at the elementary level, it is estimated that only fifteen percent of the elementary grade school population was actually in school attendance.[4] The complete range of reasons for this condition are not readily apparent; it is probable that the existing schools were too few, too small and too unevenly distributed throughout the country to accommodate the school age population. In large measure, available funds for increasing the number of public, mission or private schools were non-existent or quite inadequate.

Although there are some similarities, the primary sources of financing the public, mission and private schools in Liberia differ. Public schools are financed entirely by the Liberian government. A portion of the funds used by the government for that purpose derives from an education relief tax imposed only since 1970 on all large personal incomes. Mission and private schools charge tuition and receive donations from religious missions and from various business concessions operating in Liberia. In spite of these sources of funds, the revenue received by private and mission schools is insufficient for their operation, thus necessitating government grants and subsidies. In 1970, such grants and subsidies amounted to five percent (U.S. $330,703) of the total government appropriation to education.[5]

For the ten-year period (1966-1976), financial allocations to education, including post-secondary education, has been about ten to twelve percent (U.S. $10 million) of the Liberian national budget. Clearly some growth in the school system can be noted; however, this amount has not permitted Liberia to expand or to improve the school system fully. That fact notwithstanding, Liberia has continued to increase the number of schools within the framework of her scarce resources.

By 1972, the number of public, mission and private schools in Liberia had grown to approximately 897 at the elementary level and 224 at the secondary level. Yet, an estimated sixty-four percent (177,000) of the school age youth (6 to 11 years of age) were out of school.[6] Of the total population of 15 to 45 years, it is estimated that only forty-four percent (658,440) are literate.[7] Thus, the need for more schools, in partial response to that phenomenon, continues to be apparent.

Elementary and junior high schools can be found in significant, if not adequate, numbers throughout Liberia. The number of senior high schools, however, is rather small and even less adequate. When examining the distribution and characteristics of senior high schools by school type, several variations can be noted. Almost all the private schools to be found in Liberia are located in Liberia's principal city, Monrovia. These schools are operated by an individual, or a small group of individuals; tuition is charged; they generally operate at night (6:00 to 10:00 p.m.), and they serve students who tend to be older than students at comparable grade levels in public and mission schools. Many of the private senior high schools are overcrowded and are housed in rundown buildings not originally intended for school use. Classes are generally large, 40 to 60 students, and the total number of instructors or staff for many of these schools is quite small (2 to 6). Nonetheless, private schools are very active and appear to serve a real need.

The private American Cooperative School, which includes the senior high grades (10th to 12th), is also located in Monrovia. This school is attended primarily by the children of most of the professional and technical cadre of expatriates working in and near Monrovia and some of the children of wealthier Liberians; although a small number of scholarships are offered for qualified, financially needy students. This school has a good physical plant, is staffed by many expatriate teachers, many of whom are American, operates on the American school year--September through June--rather than on the Liberian school year--February through December--and requires rather substantial tuition fees to attend.

Other private schools in Liberia are operated by large business concessions: The Liberian and American Mining Company (LAMCO) located in Nimba County; the Firestone Rubber Company in Harbel, Montserrado County; and the Bong Mining Company, Bong County. With the exception of the LAMCO schools, these schools have not been extended to include the senior high grades (10 to 12). Concession school buildings tend to be well constructed and quite adequate. Additionally, their school staff salaries are higher than those earned by staff in most other schools. These schools are attended primarily by the children of concession employees.

Mission high schools are scattered throughout Liberia and can be found in each of Liberia's nine counties. Generally, mission high schools are thought to be, by many Liberians, among the best schools available. Whether, in fact, they are remains a matter of speculation. It is instructive to note, however, that they are more selective and generally have high academic standards. Although they receive small subsidies from the Liberian Ministry of Education and perhaps from their home missions, tuition fees are usually required. Apparently, the fees required to attend these schools and their admissions standards combine to keep enrollments relatively low; pupil-teacher ratios are generally in the range of 20:1 to 30:1. The physical plants of these schools are generally good even though, in some instances, the buildings are old. Mission senior high schools are staffed, in large measure, by missionaries and other expatriates.

Government senior high schools are found throughout Liberia and are supported exclusively by the Liberian government through the Ministry of Education. The Ministry also appoints staff, including principals, furnishes supplies and equipment and provides and maintains school buildings. In contradistinction to this general policy, government schools in Monrovia are operated by the semi-autonomous Monrovia Consolidated School System which has its own superintendent and central office staff. Nevertheless, funds for school operation are provided by the central Ministry of Education.

The buildings which house government senior high schools are generally good and range in age from approximately 10 years to 50 years. Although classes are fairly large in some of these schools (40 to 50 students in some classes), pupil-teacher ratios tend generally to be in the 20:1 to 30:1 range.

Through the three types of schools found in Liberia-- private, mission and government--formal education is made available to a large number of Liberian youth. However, the number of students in school diminishes with each succeeding school level. For example, of the approximate total of 160,456 students enrolled in public, mission and private schools in 1972, 139,045 students were in grades K to 6, 15,169 in grades 7 to 9, and 6,242 in grades 10 to 12.[8] Thus, the decrease in school enrollment between elementary and high school is extremely high. If Liberia is to raise the prevailing level of literacy, reported to be 44% of the 15 to 45 year old population,[9] it will need to reduce the high rate of attrition between school levels. As an initial step in this process, available classrooms in all three types of schools must be increased, particularly for the upper grade levels. Increasing the number of classrooms, of course, will necessitate increasing the number of schools and school staffs, since most present schools are taxed to their physical limit.

In a continuing effort to expand and upgrade its educational system, Liberia has sought and received loans and grants through the World Bank, USAID, UNDP and UNICEF. These funds have been infused into Liberia's educational system only in recent years, i.e., 1970 to 1977, in the form of various projects. For example, the World Bank LIDA project was designed to strengthen educational and manpower planning including higher education, construct and equip two multilateral high schools, construct a college of agriculutre and forestry as part of the University of Liberia, provide opportunities for elementary teacher training, secondary science teacher training, equipment for technical training and specialist services and fellowships.[10] The UNDP and UNICEF Rural Primary Teacher Training Project had as its goals the following: to train community leaders, to organize in-service training for elementary school supervisors, teacher education, school principals and other teachers, to revise the elementary school curriculum and teaching methods, to produce new instructional materials including textbooks and equipment, to provide food for pupils, to provide facilities for community educators, to improve school physical facilities and to provide classroom equipment.[11] Assisting in the project was the U.S. Peace Corps which provided substitute teachers so that regular teachers could be released for in-service training. Major USAID projects (1962 to 1972) were concerned with establishing a consolidated public school system in Monrovia with a central administration separate from the Ministry of Education, providing administrators and supervisory services, new school planning, construction and equipment, training for teachers, and assisting in the establishment of a curriculum and instructional materials center.[12]

In addition to projects implemented with outside assistance, several programs have been initiated exclusively with Liberian resources: an accelerated curriculum experiment designed to accelerate overage pupils; an integrated education for blind children, and curriculum revisions, including vocational technical education, for the elementary and secondary levels.[13]

Liberia has and is attempting to meet the educational needs of her youth. The effectiveness of her efforts to improve the quality and quantity of education has been sporatic, however. Not only have there been insufficient funds to carry out the ambitious plans for education, but there also has been inadequately trained manpower to do so, particularly in government schools.

Mission and some private high schools, on the other hand, have apparently fared well despite the financial fees charged for tuition. Their facilities and teaching staffs appear to be adequate to meet the educational needs of the students they serve, and their curriculum meets the standards set by the Ministry of Education for all schools. The percentage of their graduates passing the Liberian National Examination and the University of Liberia entrance examination in English and mathematics is higher than that of the graduates of government schools.[14] Generally, these schools are perceived to be superior to government or public schools, as is reflected in the following:

> Despite its modern facilities and the qualification of its teachers, the W.V.S. Tubman High School [government] has not attracted as many of the high calibre students as would be expected because of the general public opinion that public schools, because of their low cost, do not have high standards. The high prestige schools in Monrovia have been the private [mission] schools, especially the College of West Africa [high school], the B.W. Harris Episcopal High School and St. Patrick's [Catholic] High School. 15

It is with the perceived differences of school effectiveness noted above that we are here concerned. Clearly, the causes of the disparity in high school quality by school type should be eliminated if Liberia is to provide equal educational opportunities for its youth and to meet its "basic educational policy for the present decade . . . the development of quality education and adequate manpower training to enhance national and economic development."[16]

Causes of High School Disparity

Among the several causes which, either individually or collectively, may contribute to the disparity in government and non-government schools may be the quality of teachers,* students,* or an aspect which has received little attention in programs designed to improve Liberian schools, and the aspect of concern here, the quality of the school building principal.

All Liberian elementary and secondary schools are headed by principals who exert leadership on educational standards and internal school practice. Although principals generally have no authority to appoint, promote or dismiss school personnel they can, in the case of government schools, recommend such actions through their school supervisors to the Minister of Education in whom such powers inhere. In non-public or non-government schools, such administrative matters are usually handled by a Board of Directors.[17]

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*These aspects of school quality are reported in separate studies. See:
Rodney J. Reed, Characteristics of Teachers: A Survey Tool for Policy Making. A Descriptive Study in Liberia. Berkeley: Program in International Education Finance, School of Education, University of California, 1976. ERIC. No. SPO 10146 [ED 129535].
Rodney J. Reed, Correlates of Student Achievement, Liberia. Forthcoming.

Legally, the Minister of Education has the obligation to provide for the inspection and supervision of schools throughout the country;[18] however, it is the building principal who maintains daily contact with teachers and students. Perhaps, more than any other individual, the principal affects the quality of the school through his recommendations for staff, by his implementation of policy, by working with teachers, by maintaining standards for student conduct, and by motivating students and teachers. In some countries, such as the United States, much of the textbook literature views the principal as the most important person in the school.[18] If this assumption is accurate, then causes of the actual or perceived disparity in the quality of government and non-government schools in Liberia may be associated with the quality and role of the school principal.

Historically, the existence of the school principal reflects the view that an educational leader is necessary to guide the school toward meeting stated goals efficiently and effectively. Thus, principals are required to perform routine managerial tasks and provide educational leadership. As manager, the principal must facilitate record keeping, maintain good personnel relations, and supervise the school's operation. As an educational leader, he must inspire, encourage, and assist the school staff to provide creative and effective teaching. In other words, the principal must create the kind of school environment in which effective teaching and learning can take place. The success with which principals are able to function as managers and educational leaders, therefore, is directly related to the overall success of the school. Thus, an effective principal may be equated with an effective school.

Conceivably, the effectiveness of Liberia's school principals may be associated with their preparation, their experiences and the actual duties they perform. By examining these aspects of public, private and mission high school principals, some of their qualitative differences may be unraveled; some insight into probable reasons for differences in the perceived effectiveness of their schools may be acquired. In addition, by examining principal occupational satisfaction and career mobility, further differences which also may be associated with principal effectiveness may be indicated. It is clear that such an examination affords only a partial view of probable causes for principal effectiveness. To the extent that basic preparation and professional differences between school principals by school type can be identified and reduced, the possibility that equal educational opportunity across school type may be enhanced.

On another level, as attempts are made to improve schools throughout Liberia, the views of principals in regard to changes they believe will make for more effective schools and the kinds of assistance they desire to be more effective should provide basic information that can be used in making policy decisions for school improvement and for assessing and formulating pre- and in-service principal preparation programs. Further, by juxtaposing the duties of principals and the assistance they desire, an inventory of basic competencies needed for school principals to function optimally in the Liberian setting can be developed. Such an inventory might serve as a basis for developing certification policies for Liberian high school principals.

Pre-service and in-service programs for principals must systematically endeavor to develop, to the extent possible, those skills thought to be essential for effective and efficient shcool operation. Principals in Liberia, as elsewhere, should be certified in a manner that evidences their acquisition of skills to perform in the principalship at a sufficiently high level.

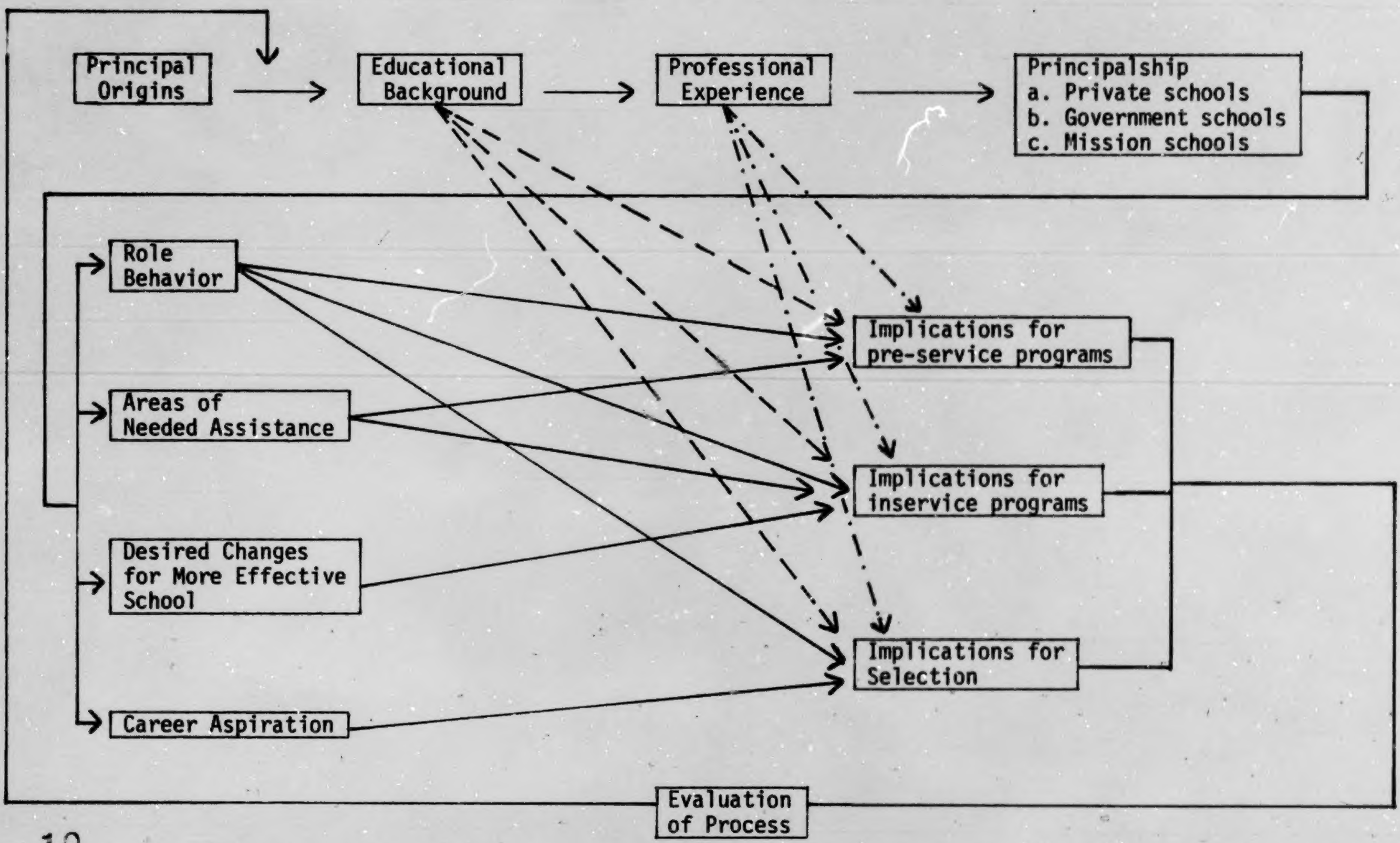
The specification of desirable and necessary skills for Liberia's high school prinicpals must be formulated within a contextual perspective. Thus, a determination of how principals actually spend and desire to spend their professional work day provides a partial basis for specifying skills necessary for the principalship. A further indication of such skills is provided by principals desire for assistance in selected job related categories. Skills for the principalship that need reinforcement are thus indicated, as are those that presently may not be included in pre-service principal preparation programs.

In summary, the examination of principal background preparation, experience, and professional characteristics may provide insights into qualitative differences thought to exist between Liberia's public, private and mission high schools. Further, the examination of principal's perceived professional needs may facilitate the specification of pre- and in-service preparation programs and provide a basis for the delineation of useful criteria for principal selection.

Given the foregoing views, the conceptual framework displayed in Figure 1 has been developed to study selected characteristics related to principals of Liberia's private, mission and government senior high schools. The conceptual scheme presented here does not presume a direct linear relationship between the broad variables specified. It does assume, however, that there are identifiable aspects associated with principals which provide a partial basis for understanding differences in school performance, for specifying principal pre- and in-service

Figure 1

Conceptual Diagram of Study


Principal Origins
Educational Background
Professional Experience
Principalship
a. Private schools
b. Government schools
c. Mission schools
Role Behavior
Areas of Needed Assistance
Desired Changes for More Effective School
Career Aspiration
Implications for pre-service programs
Implications for inservice programs
Implications for Selection
Evaluation of Process

preparation programs, and for developing principal selection criteria.

Objectives

The objectives of this study are to examine descriptive, attitudinal and role behavior characteristics of principals of Liberia's private, government and mission senior high schools as follows:

1. To specify differences in senior high school principals that may be associated with the perceived qualitative differences in Liberian private, government and mission schools by:

    a. providing a general demographic description of principals;
    b. determining the educational background of principals;
    c. ascertaining the professional educational experience of principals;
    d. determining the career aspirations of principals.

2. To provide a basis for specifying necessary competencies for senior high school prncipals and principal selection by:

    a. examining actual and desired principal role behavior;
    b. determining the extent of principal involvement in teacher evaluation;
    c. determining perceived needs for improving principal effectiveness.

3. To make recommendations for pre- and in-service training programs.

Paralleling the objectives of study, the specific research questions of this study can be stated as follows:

1. Are there differences in the demographic characteristics of Liberian private, government and mission senior high school principals?

2. Are there differences in the educational background of principals by school type?
3. Are there differences in the professional experiences of principals by school type?
4. Are there differences in the career aspirations of principals by school type?
5. What differences exist in principal role behavior by school type?
6. What conditions are perceived by principals to be necessary to improve their job performance?
7. What competencies are needed for the senior high school principalship? What implications can be made for principal selection?
8. Based on principal role behavior and the assistance they desire to improve their performance, what implications emerge for pre- and in-service preparation programs?

Summary

Given the high priority placed on education in Liberia for building the nation and improving the lives of its citizens, it is imperative that qualitative differences in mission, private and public schools be reduced if an equitable educational system is to exist. If such differences are to be reduced, their causes must first be understood. It is believed that among the important considerations in that regard is the quality of the school principal. Thus, the present study focuses on selected characteristics of principals in Liberia's senior high schools.

This study provides a partial basis for specifying necessary and desirable skills for principals of Liberian senior high schools, for drawing *inferences relative to their pre- and in-service training and* for helping to formulate selection criteria for future principals.

Liberia's private, government and mission senior high schools vary in size, staff, physical facilities, required fees or tuition, and prestige. Each is important in the Liberian education system, and each school demands effective leadership to provide the pool of trained manpower needed for Liberian national development and to provide a higher standard of living for all Liberian citizens. Each should provide a high quality of education. Toward that end, the high school principal is believed to be of crucial importance.

FOOTNOTES

1. Charles Morrow Wilson, *Liberia, Black Africa in Microcosm*, New York: Harper & Row, Publishers, 1971, p.39.

2. *op. cit.*, p.41.

3. *op. cit.*, p.86.

4. *op. cit.*, p.211.

5. E. Delano Cooper, "Highlights on Liberia and Its Educational System," Monrovia, Liberia: Ministry of Education, Bureau of Planning and Research, December, 1972, p.17 (mimeo).

6. Ministry of Education, "Educational Issues and Recommended Policies, Area I Basic Education," National Consultative Conference on Educational Policy and Planning, Monrovia, Republic of Liberia, September 19-20, 1974, pp.2-3. (mimeo)

7. *op. cit.*, p.13.

8. "Statistics of Education in Liberia 1972," Monrovia, Liberia: Ministry of Education, Division of Statistics, October, 1973, p.7 (mimeo).

9. Ministry of Education, "Educational Issues and Recommended Policies," *op. cit.*,

10. E. Delano Cooper, *op. cit.*, pp.24-25.

11. E. Delano Cooper, *op. cit.*, pp.27-28.

12. Bertha Baker Azango, *Education Programs and Projects in Liberia, A Preliminary Planning Effort*, Monrovia, Liberia: Ministry of Education, March, 1974, pp.5-6, 22, 39-40. See also, Special Committee, *Evaluation of the Monrovian Consolidated School System Project 1962-1972*. Monrovia, Liberia: Ministry of Education, April, 1973.

13. Bertha Baker Azango, *op. cit.*, pp.17,20,30-36.

14. Special Committee, *Evaluation of the Monrovian Consolidated School System Project 1962-1972*. *op. cit,* pp.80-88.

15. *op. cit.*, pp.32-33.

16. Bertha Baker Azango, op. cit., p.8.

17. E. Delano Cooper, op. cit, p.14.

18. E. Delano Cooper, op. cit., p.19.

19. For example see, Charles F. Faber and Gilbert F. Shearon, Elementary School Administration Theory and Practice, New York: Holt Rinehart and Winston, Inc., 1970; Lloyd E. McCleary and Stephen Hencley, Secondary School Administration. Theoretical Bases of Professional Practice, New York: Dodd, Mead and Company, 1965; Donald P. Mitchell and Anne Hawley, Leadership in Public Education, A Look at the Overlooked, New York: Academy for Educational Development, Inc., 1972; William A. Roe and Thelbert L. Drake, The Principalship, New York: Macmillan Publishing Co., Inc. 1974.

II

RESEARCH PROCEDURES

The examination of descriptive, attitudinal and professional characteristics of principals of the private, government and mission senior high schools in the Republic of Liberia is the fundamental research focus of this study. The study is designed 1) to determine whether there are qualitative differences between principals of mission, public and private senior high schools; 2) to ascertain whether there are fundamental competencies needed for the principalship in Liberia; 3) to specify ingredients of pre- and in-service preparation programs; 4) to develop principal selection criteria; 5) to determine how senior high school principals may be assisted to perform more effectively, and 6) to provide baseline data for future studies.

Preliminary Research Activities

Initial exploratory meetings were held in Liberia during the summer of 1973 with the Minister of Education, the Assistant Minister for Research and Planning, and other members of the professional staff of the Ministry of Education. The main purpose of these meetings was to gain insight into the Liberian educational system and the kinds of problems for which solutions were deemed to be basic to the improvement of the school system. Exploratory meetings were also held with selected faculty and administrators of the University of Liberia, members of the World Bank Educational Planning Mission in Liberia, and Liberian citizens concerned with education. On the basis of those meetings, a general research focus was decided: a survey of private, government and mission senior high schools with particular emphasis on students, teachers, principals, and general school characteristics. Each emphasis constituted a separate study but was viewed as interrelated components of the effectiveness of the senior high schools.

Considerable time was spent in gaining knowledge about Liberia and its educational system. Discussions were held with educators and citizens of Liberia and with knowledgeable persons in the United States who had lived and worked in Liberia. Additionally, a comprehensive review of published documents relating to the Liberian educational system was conducted.*

The final research strategy was endorsed in Liberia by the Minister of Education, the Deputy Minister of Education and the Assistant Minister of Education for Planning and Research during the spring of 1974. Preliminary plans for the collection of data were made which called for transportation to the high schools to be selected for the study throughout Liberia. Further, arrangements were made to use a knowledgeable person from within the Liberian Ministry of Education to assist in the collection of data and for official letters of endorsement of the study.**

Population and Sample

Schools in Liberia are classified as private--any school which receives most of its support from non-government sources, mission--schools which receive support from religious missions, and government or public--schools which are supported primarily by the government. (Although financial support for private and mission schools is received primarily from non-government sources, additional subsidy is provided by the Liberian government.)

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*The general background on Liberia and its educational system is contained in the initial report of this series. See Rodney J. Reed, Characteristics of Teachers: A Survey Tool for Policy Making. A Descriptive Study in Liberia. Berkeley: Program in International Education Finance, School of Education, University of California, 1976. ERIC. No. SPO 10146 [ED 129535]. Chapter II, pp.8-39.

**The letters of endorsement are displayed in Appendix G, pp. 178-179.

The identification of the population of senior high schools (those that included grades 10-12) was compiled from the existing Ministry of Education list of 238 secondary schools.* This process was complicated by the fact that accurate records were not readily available; however, 55 senior high schools thought to offer instruction through the 12th grade were identified. These schools were then stratified by school type--private, government and mission--within each of Liberia's nine counties. The stratified list of identified senior high schools is displayed in Table 1.

One private school, the American Cooperative School, located in Monrovia, Montserrado County, was not included in the population of private schools included in this study. This school was not viewed as a typical Liberian school in that it primarily served the children of expatriates and operated independently of the Liberian education system.

Because of the small number of senior high schools in most counties, the total population of senior high schools was selected for inclusion in the study sample for all counties except Montserrado and Maryland. In

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*The list of secondary schools was provided by the Office of Secondary Education within the Ministry of Education, Monrovia, Liberia, Spring, 1974.

Montserrado County, 50 percent of the schools from the population of each school type were randomly selected, and, in Maryland County, two of the three government schools were randomly selected. One selected school, a government school in Montserrado County located outside of Monrovia, had to be eliminated from the sample because it was unexpectedly closed by government officials after students went on strike over conditions at the school. This school was replaced by an alternative school, also randomly selected from the population of government schools in Montserrado County. The distribution of the schools included in the intended study sample is shown in Table 2.

Instrumentation

A questionnaire was developed to secure data from principals to provide answers to the research questions posed in this study. Thus, the questionnaire was designed to provide data about principals of the following type:

A. Demographic Characteristics--birthplace, nationality, age, sex, type, community of youth, father's occupation, father's education, mother's occupation, mother's education, years lived in Liberia, Liberian languages or dialects spoken.

B. Educational Background--highest level of education, country where elementary, secondary, college and graduate education received.

C. Professional Background--length of time served as a principal, experience as vice principal, experience as a classroom teacher, teaching specialties.

Table 1

Total Number of Senior High Schools (Grades 10-12) in Liberia by Type and within Counties*

County	School Type			Total
	Private	Government	Mission	
Montserrado	12 (92.3%)	9 (40.9%)	11 (55%)	32 (58.2%)
Lofa	-	2 (9.1%)	2 (10%)	4 (7.3%)
Grand Cape Mount	-	1 (4.5%)	1 (5%)	2 (3.6%)
Bong	-	1 (4.5%)	1 (5%)	2 (3.6%)
Sinoe	-	1 (4.5%)	-	1 (1.8%)
Maryland	1 (7.7%)	3 (13.6%)	1 (5%)	5 (9.1%)
Grand Gedeh	-	2 (9.1%)	1 (5%)	3 (5.5%)
Nimba	-	2 (9.1%)	2 (10%)	4 (7.3%)
Grand Bassa	-	1 (9.5%)	1 (5%)	2 (3.6%)
Total	13 (23.6%)	22 (40%)	20 (36.4%)	55 (100%)

*Determined through existing statistical records, maintained in the Ministry of Education, Monrovia, Liberia, June 1974.

Table 2

Selected Study Sample by School Type within Counties

County	School Type			Total
	Private	Government	Mission	
Montserrado	6 (85.7%)	5 (31.2%)	6 (40%)	17 (44.7%)
Lofa	-	2 (12.5%)	2 (13.3%)	4 (10.5%)
Grand Cape Mount	-	1 (6.3%)	1 (6.7%)	2 (5.3%)
Bong	-	1 (6.3%)	1 (6.7%)	2 (5.3%)
Sinoe	-	1 (6.3%)	-	1 (2.6%)
Maryland	1 (14.3%)	2 (12.5%)	1 (6.7%)	4 (10.5%)
Grand Gedeh	-	2 (12.5%)	1 (6.7%)	3 (7.9%)
Nimba	-	1 (6.3%)	2 (13.3%)	3 (7.9%)
Grand Bassa	-	1 (6.3%)	1 (6.7%)	2 (5.3%)
Total	7 (18.4%)	16 (42.1%)	15 (39.5%)	38 (100%)

D. Job Satisfaction.

E. Career Aspiration.

F. Role Behavior--time spent and would like to spend engaged in performing selected role activities, extent of teacher evaluation activities, extent of classroom teaching.

G. Perception of factors needed to improve performance as principal.

H. Changes desired in present school.

The preliminary questionnaire was critiqued by persons familiar with Liberia and with previous research on school principals. Changes were made to clarify questions, to reflect language usage in Liberia, and to provide for the smoother flow of questions. The questionnaire was then reviewed by appropriate persons within the Ministry of Education, Liberia, for content, language usage and clarity. On the basis of this analysis, further revisions were made to reduce areas of ambiguity.

The questionnaire was field tested with principals of high schools not included in the study sample, and two former principals who were currently on the staff of the Ministry of Education, Liberia. On the basis of the field test, no revisions were necessary. The final version of the questionnaire is displayed in Appendix F, pp. 165-176.

Data Collection

The collection of the data was planned for the period of August through September, 1974. Because of the lack of systematic mail service to schools throughout Liberia, the Minister of Education authorized the placement of an announcement* indicating that the study was officially endorsed by the Ministry of Education, what schools were included in the study and on what dates visits would be made to the selected schools in one of the daily newspapers published in Monrovia and distributed throughout Liberia. This announcement was also periodically broadcast on the government-controlled radio station. Further, a supporting covering letter for the questionnaire from the Assistant Minister for Instruction, who had direct jurisdiction over instructional programs in all secondary schools, was attached to the questionnaire.** Thus, the official sanction of the study provided a reasonable amount of stimulus for the cooperation of principals included in the sample.

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*The announcement is displayed in Appendix G, p. 180.

The data collection strategy called for the delivery of questionnaires to each principal of the schools included in the sample. Completion of the questionnaires was to have been accomplished during the brief period during which the school was to be visited by the researcher or the research assistant, or both. A schedule of school site visits was prearranged and communicated, as described above, to the appropriate sample schools.

The collection of data was hampered by the lack of automobile transportation necessary to travel to schools outside Monrovia, the capital city of Liberia and the project base of operations. When automobile transportation became available for purposes of collecting data, only a one-week period of time could be arranged for use of the vehicle. Several schools, therefore, which had been selected for the sample had to be eliminated, due to their great distances (200 - 400 miles) from the project base of operation, Monrovia. Recognizing that most roads between

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**See Appendix G, p.178.

cities in Liberia were unimproved and that it was the rainy season (Liberia receives an average yearly rainfall of 175 inches), four weeks were scheduled for the collection of data outside of Monrovia to permit adequate travel time. Thus, the one-week arrangement for an automobile for use in collecting data outside Monrovia prevented our ability to include all schools originally included in the sample.*

The collection of data from schools outside of Monrovia was further complicated by the mechanical failure of the assigned vehicle in an isolated rural area where repair assistance was impossible to receive. It was necessary, therefore, to seek other means of transportation to Monrovia, which was approximately 200 miles away.

Travel to schools within the Monrovia area posed no problem as ample transportation, via taxi cabs, existed. Travel to selected schools in Nimba County was accomplished via the train operated by the Liberian American Mining Company (LAMCO) between Buchanan, a city located approximately 90 miles west of Monrovia, and Yekepa, Nimba County, home of the LAMCO Iron Mine, a city located approximately 214 miles north of Monrovia. Once in Yekepa, transportation to the sample schools in that area was made available through arrangements made with officials affiliated with LAMCO.

Because of transportation difficulties already noted, travel to five schools located in Sinoe, Maryland, Grand Gedeh and Lofa Counties was unfeasible and necessitated their elimination from the sample. Specifically, two mission schools in Lofa County, one government school in Sinoe County, one private school in Maryland County, and one mission school in Grand Gedeh County were eliminated because of transportation difficulties.

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*It should be pointed out that the Minister of Education tried unsuccessfully to have a vehicle made available for use in collecting data over the originally planned four-week period. However, government vehicles are controlled and assigned through the Ministry of Transportation which was unable to honor his request because of a lack of available vehicles.

Two mission schools (Montserrado and Bong Counties) were also excluded from the sample when it was discovered upon the site visit that the schools offered instruction through the 10th grade only. Finally, one private school in Montserrado County could not be located and was thought to have been discontinued. However, this fact could not be verified.

In summary, eight schools were eliminated out of practical necessity from the selected sample: five schools were eliminated because of an inability to travel to them caused by a lack of transportation; two schools were dropped because they failed to meet the selection criteria for senior high schools, a fact not known prior to the site visit, and one school could not be located in the town in which its address was listed on the official list of schools provided for purposes of this study.

Given the foregoing circumstances, the adjusted sample of schools for which data were collected is displayed in Table 3. While the percentages of sample schools within school type are similar to the percentage distribution of senior high schools in the population, generalizations of the findings beyond the principals in the sample should be done with great care. The findings are necessarily biased by the elimination of schools originally selected for the sample because of 1) transportation difficulties, 2) the lack of instruction through the 12th grade, and 3) our inability to locate one school. Further biases are introduced by nonrespondents and incomplete questionnaires which will be noted at

Table 3

Adjusted Study Sample by School Type within Counties

County	School Type			Total
	Private	Government	Mission	
Montserrado	5 (100%)	5 (33.3%)	5 (50%)	15 (50%)
Lofa	-	2 (13.3%)	-	2 (6.7%)
Grand Cape Mount	-	1 (6.7%)	1 (10%)	2 (6.7%)
Bong	-	1 (6.7%)	-	1 (3.3%)
Sinoe	-	-	-	-
Maryland	-	2 (13.3%)	1 (10%)	3 (10%)
Grand Gedeh	-	2 (13.3%)	-	2 (6.7%)
Nimba	-	1 (6.7%)	2 (20%)	3 (10%)
Grand Bassa	-	1 (6.7%)	1 (10%)	2 (6.7%)
Total	5 (16.7%)	15 (50%)	10 (33.3%)	30 (100%)

appropriate points in the discussion of the findings.

The collection of data from schools which were visited as originally planned required two days in each town/city outside of Monrovia. Because it was impossible to maintain the originally planned schedule of visits to all sample schools, our arrival at many schools was not known in advance. Arrangements to administer the questionnaires, therefore, had to be made in each instance after our arrival. This process required that arrangements be made on one day and the administration of questionnaires be made on the following day. Principal questionnaires were distributed on the first day of our arrival at a school site and were completed between that time and our return the following day. In some instances, more time was needed by the principal to complete a school descriptive questionnaire to be used in a separate study. It became necessary to leave that questionnaire to be completed and returned by the most convenient means. Unfortunately, because of transportation difficulties, considerable uncertainty of questionnaire return was attached to this strategy.

Alternative attempts were made to deliver the study questionnaires to schools for which the lack of transportation posed serious problems. Although we were able to have questionnaires with explicit written instructions delivered to some schools by individuals from schools included in the sample who had come to Monrovia on official business, we had no guarantee, because of transportation difficulties, that completed questionnaires would be returned. Fortunately, through this procedure, we were able to collect data from three schools (one government school in Bong County, and one government and one mission school in Grand Cape Mount County), which we otherwise may not have. The responding sample of principals, therefore, represented 27 (see Table 4) of the 30 schools included in the adjusted sample (see Table 3) for a response rate of 90%. (Of the original intended sample of 38 principals, as shown in Table 2, the response rate is 71%). Three school principals in the adjusted sample had to be eliminated either because of incomplete questionnaire data or a failure to return the questionnaire.

The cooperation received from principals who completed the questionnaire was extremely gratifying. The voluntary participation of all respondents was encouraged, largely, by assurances of the confidentiality of responses, by the desire to provide input that could be used to improve, eventually, the quality of principals and the overall effectiveness of the schools, and by the official sanction of the study by the Ministry of Education.

Data Analysis

Data are analyzed through the use of descriptive statistics. Frequency distributions and percentages are used to report most of the data; however, the Chi-square test is used to determine significant differences between principal roles associated with each school type.

Data are analyzed on the basis of school type rather than on school type within counties.

Summary

In this chapter, the research procedures used in the study were described. The design of the study, the population and sample selection, data collection procedures, along with the problems encountered, were discussed. A brief description of the analysis techniques used concluded the chapter.

Table 4

Sample Responses of Principals by School Type and County

County	School Type			Total
	Private	Government	Mission	
Montserrado	4 (100%)	4 (33.3%)	6 (54.5%)	14 (51.9%)
Lofa	-	2 (16.7%)	-	2 (7.4%)
Grand Cape Mount	-	1 (8.3%)	1 (9.1%)	2 (7.4%)
Bong	-	1 (8.3%)	-	1 (3.7%)
Sinoe	-	-	-	-
Maryland	-	1 (8.3%)	1 (9.1%)	2 (7.4%)
Grand Gedeh	-	1 (8.3%)	-	1 (3.7%)
Nimba	-	1 (8.3%)	2 (18.2%)	3 (11.1%)
Grand Bassa	-	1 (8.3%)	1 (9.1%)	2 (7.4%)
Total	4 (14.8%)	12 (44.4%)	11 (40.7%)	27 (100%)

CHAPTER III

DEMOGRAPHIC, EDUCATIONAL AND EXPERIENTIAL CHARACTERISTICS OF PRINCIPALS

Age and Sex

Principals of Liberia's senior high schools have a median* age of 44 years. By school type, principals of government high schools have a median age of 38.6 years, while private school principals have a median age of 45.5 years and mission school principals a median age of 46.3 years. The overall distribution of all principals according to age categories is as follows: 14.8 percent of them are 35 years of age and under; 22.2 percent of them are between 36 and 40; 18.5 percent are between 41 and 45; 25.9 percent are between 46 and 50, and 14.8 percent are 51 years of age and above (see Appendix A, Table A1).

The majority of principals (85.2 percent) are male, reflecting the trend in employment in professional areas throughout Liberia (see Appendix A, Table A2). By school type, males constitute 75% of the private school, 83.3% of government school and 90.9% of the mission school principals.

Although English is the principal language spoken in Liberia, many Liberians speak at least one of Liberia's major sixteen tribal languages or dialects. Such was not the case among principals. Relatively small percentages of them report that they speak any of the major Liberian tribal languages. Of the principals that do so, the largest percentage of them (21.2%) speak Kru. Other Liberian languages spoken by them include Kpelle (18.2%), Vai (15.2%), and Bassa (15.2%). Few of them speak Grebo, Lorma, Gio, Mende, Ghandi, or Mano. None of them speak other primary Liberian languages, i.e., Gola, Dey, Mandingo, Kissi, Krahn or Sardo/Sarpo. Combining all Liberian languages spoken (see Appendix A, Table A4) a slight majority of principals (51.9%) spoke at least one language, 7.4% spoke two, and 18.5% spoke three languages. Principals who spoke no Liberian languages (22.2%) were located primarily in mission schools (45.5% of the sample of mission school principals).

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*Median--the point in a frequency distribution above which one-half of the scores lie and below which one-half on the scores lie--is used throughout the study rather than an arithmetic average or mean.

Nationality

The majority of all high school principals (77.8%) are Liberian citizens. The remaining principals are expatriates (22.2%) and are found in mission schools only. The nationalities of the non-Liberian principals (see Appendix A, Table A5) include American (11.1%), Irish (3.7%), Filipino (3.7%), and Canadian (3.7%). The majority (50%) of these non-Liberian principals have lived in Liberia for a period of one to four years (see Appendix A, Table A6). Apparently, principals are assigned to mission schools for a relatively short period of time. Whether they remain at the same school after their principalship in the capacity of a teacher or are transferred to another school elsewhere in the world is not clear. The short period of time mission school principals have served in Liberia does raise questions concerning their understanding of the country and its culture, their ability to affect change in their school communities and their influence on educational policy.

All principals of government schools and most principals of the private schools were born in Liberia (one private school principal was born in Ghana). In contrast, slightly more than half the sample of mission school principals (54.4%) were born in non-African countries. The birthplace of these principals included the United States, Ireland, Holland and the Philippine Islands. The comparatively few mission school principals born in Africa (Liberia 36.4%, and Togo 9.1%), served as heads of schools that were non-Catholic (see Appendix A, Table A9). Evidently, the recruitment of principals for most mission schools is focused in countries outside of Africa.

Religious Affiliation

Although most mission school principals (63.6%) belong to Catholic religious orders that include the Brothers of Holy Cross, Christian Brothers, Franciscan Missionaries of Mary, Brothers of St. Louis, Priesthood - Trinity Cathedral, only 36.4% of them head schools that are affiliated with the religious order to which they belong (see Appendix A, Tables A7 and A8). It appears that the congruence of school and principal membership in a specific religious order is not requisite for the principalship of some mission schools. In fact, a few mission schools had principals who report not belonging to a religious order. Similarly, principals of private and government schools generally report not belonging to any particular religious orders (75% and 91.7% respectively).

Type Area in which Principals Grew Up

The majority of all principals (private 100%, government 100%, mission 81.8%), indicate that they grew up in a town or city as opposed to a farming area (see Appendix A, Table A10). Is is to be noted, however, that the majority of Liberia is primarily rural and farming in nature. Thus, many principals of schools located in rural and farming areas may be at a distinct disadvantage in relating to the style of life and the problems experienced by families in these areas.

Parental Background

Perhaps reflecting the educational opportunities in Liberia, the majority of the parents of principals of government schools have less than a complete elementary school education. Fifty percent of the fathers and 66.7% of the mothers of principals of government schools had no formal education, while only 33.3% of the fathers and 8.3% of the mothers of these principals had some elementary schooling (see Appendix a, Tables A11 and A12). In contrast, the parental education of principals of mission schools is considerably higher as 45.5% of their fathers and 9.1% of their mothers completed high school. In addition, 18.2% of the fathers and 9.1% of the mothers of mission school principals completed college. Most private school principals also indicate that their parents had significantly higher amounts of education than those of government school principals. Seventy-five percent of the principals of these schools report that their fathers had either attended college, completed college, or had completed a graduate degree. While the mothers of private school principals received lower amounts of education than fathers it is significant that 25% of them had completed college, 25% had some high school, 25% had completed junior high school and 25% had completed elementary school.

Although the importance of education in Liberia has been proclaimed by government officials, formal education has not yet become an established tradition in many Liberian families, particularly those of the principals. Generally, principals of government schools are first generation educated.

Apparently, individuals from families in Liberia with higher levels of education choose not to select education as a career or, if they do, they do not attain the principalship. To some extent, the decision by members of better educated Liberian families not to select education as a career may be influenced by the limited financial rewards, and, apparently, the rather low professional and social status of school principals.

Turning to another aspect, we find that level of parental education is associated with type of parental occupation. Reflecting their levels of education, most parents of government school principals are engaged in occupational areas such as sales, lumberman and farm related (see Appendix A, Tables A13 and A14). In contrast, the majority of fathers and mothers of principals of mission schools are engaged in professional, technical or administrative - managerial occupations. A relatively large percentage (36%) of the mothers of mission school principals were unemployed or were housewives. Private school principals report that the majority of their parents also were engaged in professional and technical or administrative and managerial occupations. Interestingly, these principals report that a higher percentage of their mothers (75%) than their fathers (25%) were engaged in these occupations.

On the basis of occupation and formal education, principals of mission schools and private schools have parental backgrounds of a higher status than do those of government schools.

Educational Background

To what extent are there differences in the educational background of principals? In what countries have they been educated? Have they received special training in educational administration?

When examining the highest level of education completed we find that 64% of the mission school principals have either earned the masters degree or have academic credits beyond the masters degree. One mission school principal had earned a doctorate. In contrast, only 25% of the government school principals report having the masters degree and only one private school principal had studied beyond the masters degree. With the exception of one private school principal, all principals had completed college (see Appendix A, Table A15).

Not surprisingly, all government school principals received their elementary, secondary and college education in Liberia. Principals of mission schools, however, bring a different perspective to the schools as the majority of them (82%) were educated at the elementary, secondary and college levels in countries outside of Liberia (see Appendix A, Table A16, A17, and A18). These countries include Ireland (18.2%), the United States (18.2%), Holland (9.1%), the Philippine Islands (9.1%), Ghana (9.1%), Nigeria (9.1%) and Togo (9.1%). Only 18.2% of them attended Liberian elementary and secondary schools and college. Private school principals for the most part are products of Liberian schools as 50% attended elementary and secondary schools there. At the college level, half of the private school principals received their education in Liberia and half in other countries (25% United States, 25% England).

At the graduate level, most mission school principals attended universities in the United States (45.5%) and England (27.3%). Government school principals obtained their graduate education in the United States (25%) and Liberia (16.7%). Only 25% of the private school principals possessed the masters degree and that was earned in the United States (see Appendix A, Table A19). The influence of American education is thus reflected in the relatively large number of principals who did graduate work in American institutions of higher learning.

To a large extent, the skill with which schools are administered can be associated with the quality and quantity of administrative training received. Focusing on the latter dimension, a large proportion of mission (46%) and private (50%) school principals have had more than one year of special training in educational administration (see Appendix A, Table A20). However, only 33% of the principals of government schools had received a comparable amount of such specialized training.

Turning our attention to the country in which specialized training in educational administration was received (see Appendix A, Table A21), we find that most government school principals (58%) indicate that they were trained in Liberia. Only 17% of them had received specialized training in the United States. Mission school principals report receiving specialized training in the United States (36%), Nigeria (9%), Ghana (9%), and Liberia (9%). Principals of private schools indicate that such training was received in Israel (25%) and Ghana (25%).

Two distinctions between government and mission and private high school principals are apparent: a) government school principals have less specialized school administrative training than mission or private school principals, and b) they received their specialized administrative preparation primarily in Liberia while most mission and private school principals did not.

Professional Experience

What are the administrative and teaching experiences of senior high principals? Are there discernable experiential patterns among them?

The majority of government school principals have held their current positions for less than four years. Forty-two percent of them have been in their present positions for one year or less and 42% of them between two and four years. Few of them have been principals of their present schools for more than five years (see Appendix A, Table A22). The median number of years government principals have served in their present positions is 2.1 years.

In contrast, the majority of mission school principals (55%) have held their present assignments between two and four years with a median of 3.75 years. Only 18% of them have been principals in their present schools for one year or less. Most private school principals (75%) on the other hand, have held their current principalships for one year or less. The range of years served is quite wide, as 25% of them have been in the same position for 11 years or more. Nevertheless, the comparatively limited experience in their present assignments (mean of 1.5 years) for the majority of private high school principals indicates that their turnover rate is rather high.

Examining the experience principals have had in other principalships we find that most mission (64%) and government (75%) school principals have been principals of other schools while only one private school principal had been (see Appendix A, Table A23). On the basis of the length of time other principalships were held the median for mission school principals is 3.5 years, for government school principals 2.3 years (see Appendix A, Table A24). When the number of years principals have been in their present positions is considered in relationship to the years other principalships have been held, rather sharp distinctions can be made. Mission school principals are clearly more experienced than government or private school principals, and, in turn, government school principals more experienced than those found in private schools.

Examining another area of administrative experience--the vice principalship, we note that 58% of the government school, 36% of the mission school and 25% of the private school principals have had no experience in this area (see Appendix A, Table A25). Of those that have been vice principals, mission school principals (63.6%) again report serving a greater number of years (median of 4.8 years) than either private school principals (75%), who have served for a median of 3 years, or government school principals (41.7%) who have served for a median of 2.2 years. Generally, vice principalships were held in secondary schools. In the main, government school principals had been vice principals in junior high schools while mission school principals served almost equally in junior and senior high schools (see Appendix A, Tables A26, A27 and A28).

A final aspect of the professional experiences of principals to be examined is that pertaining to classroom teaching. The widest range of teaching experience is to be noted for mission school principals. That range went from one to more than thirty years (see Appendix A, Table A29) with most (45%) having taught for a period of 7 to 12 years (median of 11.9 years).

Government and private school principals have taught between 1 and 18 years. Most government school principals (42%) have taught between 7 and 12 years; however, the median number of years they have taught is

9.5. Most private school principals (50%) have taught between 13 and 18 years (median of 12.5 years). Both mission and private school principals have had more teaching experience than those in government schools. Regardless of school type, most senior high principals taught at the secondary level--grades 7 to 12 (see Appendix A, Table A30).

Summarizing the demographic, educational and experiential characteristics examined here (see Table 5), we find that principals of government schools are Liberian citizens from families who generally had unskilled occupations and limited amounts of formal education. Slightly more than half the principals of mission schools and one-fourth of those in private schools are expatriates whose parental backgrounds display higher levels of education and, concomitantly, more skilled occupations than the parents of government school principals. Educationally, more mission school principals have obtained the masters degree than the principals of either government or private schools. In examining professional experience, we also find that mission school principals have held vice principalships and principalships longer than principals of government or private schools. On the other hand, a larger percentage of private school principals have had more experience as classroom teachers and special training in educational administration than either government or mission school principals. Nevertheless, mission school principals are more experienced administratively and have completed higher levels of formal education than government or private school principals.

The median age of all principals is 44 years, though mission school principals tend to be older than those of government and private schools. The vast majority of principals are male.

TABLE 5

Summary of Demographic, Educational and Experiential Characteristics of Principals

Characteristics	School Type Private N=4	 Government N=12	 Mission N=11
Demographic			
Age (median)	45.5	38.6	46.3
Sex:			
Male	75%	83.3%	90.9%
Female	25%	16.7%	9.1%
Country of Birth:			
Liberia	75%	100%	36.4%
Other African country	25%	-	9.1%
Non-African country	-	-	54.5%
Nationality:			
Liberian	100%	100%	45.5%
Other	-	-	54.5%
Religious Affiliation:			
Catholic	-	-	63.6%
Protestant	25%	-	-
None	75%	91.7%	27.3%
Community of Youth:			
Farm	-	-	9.1%
Town/City	100%	100%	81.8%
Both	-	-	9.1%
Primary Liberian languages spoken:			
Kru	40%	15.8%	22.2%
Kpelle	40%	10.5%	22.2%
Bassa	20%	15.8%	11.1%
Vai	-	15.8%	22.2%

Table 5, cont.

Characteristics		School Type	
	Private N=4	Government N=12	Mission N=11
Parental Background			
Education:			
Mother			
no formal education	-	66.7%	27.3%
some elementary school	-	8.3%	9.1%
completed elementary sch.	25%	8.3%	18.2%
completed jr. high	25%	8.3%	9.1%
completed sr. high	-	-	9.1%
some college	-	-	-
B.A.	25%	-	9.1%
Father			
no formal education	-	50%	-
some elementary school	-	33.3%	9.1%
completed elementary sch.	-	-	9.1%
completed jr. high	25%	8.3%	9.1%
completed sr. high	-	8.3%	45.5%
some college	25%	-	-
B.A.	25%	-	9.1%
graduate work	-	-	9.1%
doctorate	25%	-	-
Parental Occupation			
Mother			
Professional/Administrator	75%	8.3%	36.4%
Clerical/sales (incl. trader)	-	8.3%	18.2%
Farmer/lumberman	-	83.3%	9.1%
Did not work/housewife	25%	-	36.4%
Father			
Professional/Administrator	25%	-	54.6%
Clerical/sales (incl. trader)	-	33.3%	27.3%
Farmer/lumberman	25%	58.3%	27.3%
Production-process	50%	-	7.4%

Table 5, cont.

Characteristics	Private N=4	School Type Government N=12	Mission N=11
Education of Principals (highest level - %)			
Less than B.A.	25%	-	-
B.A.	-	58.3%	27.3%
B.A. +	50%	16.7%	9.1%
M.A.	-	25.0%	45.5%
M.A. +	25%	-	9.1%
Doctorate	-	-	9.1%
Special Training in Educ. Admin. (%)			
None	50%	25.0%	36.4%
Less than 1 year	-	16.7%	9.1%
1 year	-	25.0%	9.1%
More than 1 year	50%	33.3%	45.5%
Years of Experience of Principals (median)			
As classroom teacher	12.5	9.5	11.9
As Vice Principal	3.0	2.2	4.8
As Principal of another school	-	2.3	3.5
As Principal of present school	1.5	2.1	3.8

CHAPTER IV

THE PRINCIPAL'S TASK

Although principals have little influence over budget allocations and curricula in government schools and, in some instances, private and mission schools, all principals have the responsibility for providing leadership to create and maintain an environment in which effective teaching and learning can take place. These activities are perhaps the major aspects of their role. Creating and maintaining an effective school environment entails being both an educational leader and a school manager and are thus essential task domains for the principal. This being the case, the performance functions or duties and responsibilities associated with these primary task domains provide a framework in which the Liberian high school principal's role can be better understood. That is, an examination of the duties and responsibilities principals perform within each task domain enables us to have greater insight into their role. Such an examination should provide some indication of the kinds of entry level skills principals will need in Liberia and a basis for specifying practical dimensions of principal preparation programs.

The first of the two essential task domains of principals--educational leadership--can be further divided into three conceptually different performance areas: school leadership, teaching, and community outreach. First, as a school leader the principal is responsible for setting and maintaining goals and standards, for providing teacher and staff support, and for ensuring that a well organized structure is maintained in which educational objectives can be nurtured. Secondly, since many Liberian schools face a shortage of qualified teachers, it may be necessary for principals to also teach. Additionally, teaching is desirable in helping the principal to establish a more meaningful relationship with students and providing an opportunity for an indirect assessment of other teachers, i.e., a determination can be made by principals of how well students have been prepared in other courses. Thirdly, community outreach is an important aspect of educational leadership in that it helps to provide community support for the school, keeps the community informed about the school's programs and activities and provides an opportunity for community input into the development of those programs and activities.

The second task domain of the principal--school management--is divided to include performance as a school manager and as a director of selected pupil personnel activities. As a school manager, the principal must be concerned with the logistics of school operation. As a director of pupil personnel activities, he must be concerned minimally with student attendance, behavior and academic accomplishment.

Thus, the principal's task is conceptualized as consisting of:

I. Educational Leadership
    A. School leader
    B. Teaching
    C. Community outreach
II. School Management
    A. School manager
    B. Pupil Personnel

Each of the above areas is operationalized below to reflect those role functions principals perform or should perform. Hence, under the major task domain, educational leadership, the role functions of the principal as a school leader are thought to include three task sub-areas: *school leadership*-- providing assistance to teachers and students; supervising and evaluating teachers and staff; selecting teachers and staff; revising school procedures when necessary; and supervising extra-curricular activities. The second sub-area, *teaching*, is a necessary role function for many principals, given the shortage of qualified teachers and the small size of some schools. The extent to which principals engage in teaching is, of course, a question to be examined here. The third sub-area, *community outreach*, views the principal as a leader who must establish good relations with the community to enhance the school's image and to generate support for the school. The role functions in this area are: meeting with parents, visiting student's homes, and attending meetings concerned with school related affairs.

The second major task domain to be examined is that which views the principal as a school manager who must keep the school functioning efficiently. Role functions which are thought to be associated with this domain include two task sub-areas: *school manager*--managing the school office, working on the school schedule, working on the school budget, raising funds for the school. The second management task sub-area, *pupil personnel*, includes keeping student attendance records, administering student tests and handling student discipline.

In summary, the task of principals in Liberia's senior high schools is thought to be reflected in the conceptual framework outlined below. This framework indicates the role functions of principals for two major task domains and five task sub-areas. Three task sub-areas are associated with educational leadership--educational leader, teaching, community outreach--and two--school manager and pupil personnel--are associated with managerial leadership as follows:

I. Educational Leader (domain)

- A. School Leader (task sub-area)
    1. Helping Teachers
    2. Supervising teachers/school staff
    3. Evaluating teachers/school staff
    4. Selecting new teachers
    5. Supervising extra-curricular activity
    6. Working with students
    7. Revising school procedures

    Role Functions
- B. Teaching (task sub-area)
    1. Teaching regular classes] Role Function
- C. Community Outreach (task sub-area)
    1. Meeting with parents
    2. Visiting students' homes
    3. Attending meetings concerned with school-related affairs

    Role Functions

II. School Management (domain)

- A. School Manager (task sub-area)
    1. Managing the school office
    2. Working on the school schedule
    3. Working on the school budget
    4. Raising funds for the school

    Role Functions
- B. Pupil Personnel (task sub-area)
    1. Keeping student attendance records
    2. Administering student tests
    3. Handling student discipline

    Role Functions

The conceptualization of the principal's task used here encompasses major performance domains and their identifying role functions that appear to have merit within the context of Liberian high schools and that reflect both educational leadership and school management aspects. We should note, however, that this specification of activities or role functions thought to be associated with the principal's task represents an investigative bias. That is, by specifying the role functions principals were thought to perform may have precluded the inclusion of activities principals themselves believed were more accurate descriptions. To minimize this bias, selected basic principal role functions were carefully reviewed by Liberian education officials for their appropriateness and accuracy. Additionally, pre-testing of the questionnaires helped to refine further the list of role functions believed to be related the principal's task in Liberian senior high schools.

To determine the extent to which principals performed the selected role functions, principals were asked to indicate whether they currently spend "no time," a "little time," or a "lot of time" performing them. They were also requested to indicate, by using the same forced choice response scale, the amount of time they desired to spend performing the various activities. By including this latter designation, we hoped to note functions which principals desire to spend more or less time performing and thus gleen some insight into what they consider to be important role functions.

In examining the task of the principal we were concerned with their perceptions of relative amounts, rather than precise amounts, of time they spend and desire to spend performing the selected role functions. Thus, the qualitative designations "no time," a "little time," or a "lot of time" were used to avoid forcing principals to remember actual amounts of time in the absence of accurate time records of role functions performed. Psychologically, however, these qualitative terms may have slightly different connotations of intensity for respondents. That is, principals may view some functions as consuming a considerable amount of time from a psychological point of view when in reality those functions may have consumed small amounts of time. Nevertheless, we make the assumption that the time designations used do provide an indication of greater or lesser quantities that are readily understood and that permit us to specify patterns of role functions in which principals engage.

Prinicpals were not asked to indicate how much time they spent or desired to spend performing selected role functions within a given time span such as a week or a month. The assumption was made that their frame of reference would be consonant with their experience as principals in their present schools.

Principals readily indicated the amount of time they actually spent performing the selected role functions. Responses for time desired to spend performing the selected role functions, however, were very uneven. Nonresponses on this dimension ranged from 25% to 75% for various role functions. As a consequence, rigorous comparisons between time actually spent and desired to spend performing each selected role function were not possible. However, descriptive comparisons between the two time areas--time actually spent and desired to spend--are made to point out differences by school type when the response rate for time desired to spend for a particular role function includes at least half of the subsample of either private, mission or government principals. The responses of all principals for each role function investigated are displayed in Appendix B, Tables B1 - B18. We turn first to a discussion of the role functions associated with educational leadership, as indicated in the earlier presented conceptual framework. We then discuss the role functions associated with school management.

I. Educational Leadership

A. School Leader

It will be recalled that the role functions thought to comprise the task of the school leader include: helping teachers, supervising teachers, evaluating teachers, selecting teachers, supervising extra-curricular activities, working with students, and revising school procedures.

The amount of time principals spend in these role functions is rather uneven. Overall, the majority of principals engage in helping teachers and revising school procedures but only for small amounts of time. Less than a majority of them spend a lot of time selecting, supervising, and evaluating teachers or working with students. The vast majority of them do not spend, nor do they desire to spend, time supervising extra-curricular activities.

By school type, several differences can be noted. Evaluating and selecting teachers, working with students and revising school procedures are functions that at least 50% of the private and mission school principals currently spend a little or more time performing. However, evaluating and selecting teachers, and working with students, consumes more time for greater percentages of mission school principals than for private or government school principals.

In contrast, the functions which at least 50% of the government school principals spend a little time performing are helping and supervising teachers. Government principals (50%) also indicate a desire to spend more time working with students and helping teachers than they currently spend.

One role function, selecting teachers, is a function which government school principals do not perform because of Liberian educational policy. That fact notwithstanding, the selection of teachers by principals, or their active involvement in the process, provides an opportunity for them to create a harmonious teaching staff within the school. Principals are in advantageous positions to strengthen existing school teaching staff by recommending for selection individuals who best provide the staff balance needed. Although the teacher selection pool may be limited, there is merit in the idea of principal participation in the teacher selection process. Few government principals, however, indicate a desire to do so.

The largest number of school leader role functions performed by many of the principals--helping, supervising, evaluating and selecting teachers, working with students, revising school procedures--are associated with private and mission school principals. Only two of the role functions examined in the school leader task sub-area can be identified with a majority of principals of government schools--helping and supervising teachers. The school leader role function not performed by mission, private or government principals is supervising extra-curricular activities.

The role function, evaluating teachers, was examined further to determine methods used by principals to do so. In that regard, the most frequently used method is that of observing teachers in the classroom as reported by 60% of the private school principals, 52% of the government school principals and 41% of the mission school principals (see Table 6). The next most frequently used method was holding a conference with the teacher being evaluated. Other teacher evaluation methods included: talking with students about the teacher being evaluated, (government principals, 17%, mission principals, 14%) and holding conferences with other teachers about the teacher being evaluated (government principals, 9%, mission principals, 9%). Mission school principals also indicated, through open responses, that they have students evaluate teachers, that they check student test results, and that they know some faculty intimately before they are appointed and therefore find evaluation unnecessary. Principals of private and government schools indicated through write-in responses that they check teacher's attendance and lesson plans.

The data suggest that principals view teacher evaluation as an important activity. None of them report not evaluating teachers. The methods used cover a fairly wide range of techniques, some of which, evidently, are used simultaneously.

B. Teaching

Teaching is an activity in which principals of private (75%), mission (91%), and government (58%) schools spend some time performing (see Appendix B, Table B8). Upon closer examination, 73% of the mission school principals spend a lot of time teaching as compared to 25% of the government school principals and none of the private school principals who spend that amount of time doing so. On the other hand, 75% of the private, 33% of the government and 18% of the mission school principals report spending only a little time teaching.

In examining this task area further, we find that most principals who teach do so in the same schools in which they hold principalships (see Table 7). In regard to the number of classes taught, government school principals teach a median of 5.75 classes; private school principals teach a median of 11 classes, and mission school principals teach a median of 15 classes. Obviously, the range of classes taught per week is fairly wide as some principals teach one to three classes while others as much as nineteen to twenty-one classes (see Table 8).

Most teaching principals teach from one to four subjects (see Table 9).

Table 6

Methods used to Evaluate Teachers
(N = 25)

Method	School Type			Total
	Private	Government	Mission	
Teachers not evaluated	-	-	-	-
Conference with teacher being evaluated	1 (20%)	4 (17.4%)	5 (22.7%)	10 (20%)
Observing teacher in classroom	3 (60%)	12 (52.2%)	9 (41.0%)	24 (48%)
Conference with other teachers about teacher being evaluated	-	2 (8.7%)	2 (9.1%)	4 (8%)
Talking with students about teacher being evaluated	-	4 (17.4%)	3 (13.6%)	7 (14%)
*Have students evaluate teachers	-	-	1 (4.5%)	1 (2%)
*Checking teachers attendance and lesson plans	1 (20%)	1 (4.3%)	-	2 (4%)
*Checking students test results	-	-	1 (4.5%)	1 (2%)
*Know some faculty intimately before they are appointed, therefore evaluation unnecessary	-	-	1 (4.5%)	1 (2%)
Number times evaluation methods indicated	5	23	22	50 (100%)

*Methods written in by principals.

In terms of the number of subjects taught, the data indicate that one subject is taught by 25% of government and 27% of mission high school principals. Two subjects are taught by the following percentages of principals: private, 50%; government, 25%; and mission, 18%. Three subjects are taught by 27% of the mission and 8% of the government principals, and four subjects by 25% of the private and 18% of the mission principals.

The subject areas taught by most principals who teach, as displayed in Table 10, are distributed as follows: mission school principals--mathematics, language arts, social sciences and religion; government school principals--language arts, mathematics and social science; and private school prinicpals--language arts and general science. In the main, these areas represent principal teaching specialties prior to their assuming principalships (see Tables 11 and 12). It appears that principals are not forced to teach subjects for which they lack special training.

The one major teaching area shared by all teaching principals is that of language arts. Whether principals were selected because of this teaching specialty cannot, of course, be inferred from the data.

The amount of teaching done by many principals leaves little time for them to perform many other role functions thought to be associated with the principals' tasks. It may be, however, that, by example, principals who teach are able to provide educational leadership more effectively than those who do not. It can be argued that principals who teach are able to become better acquainted with students, understand some of their problems better and instill in them the philosophy of the school in perhaps a more meaningful fashion. Nonetheless, to the extent

Table 7

Number of Principals who Teach in Their Schools

Teach in same school	School Type			Total
	Private	Government	Mission	
Yes	3 (75%)	7 (58.3%)	10 (90.9%)	20 (74.1%)
No	1 (25%)	5 (41.7%)	1 (9.1%)	7 (25.9%)
N=	4	12	11	27 (100%)

Table 8

Number Class Periods Taught Per Week by Principals

Number Periods	School Type			Total
	Private	Government	Mission	
None	1 (25%)	5 (41.7%)	1 (9.1%)	7 (25.9%)
1 - 3	-	2 (16.7%)	-	2 (7.4%)
4 - 6	-	2 (16.7%)	1 (9.1%)	3 (11.1%)
7 - 9	-	-	-	-
10 - 12	1 (25%)	2 (16.7%)	1 (9.1%)	4 (14.8%)
13 - 15	2 (50%)	1 (8.3%)	3 (27.3%)	6 (22.2%)
16 - 18	-	-	1 (9.1%)	1 (3.7%)
19 - 21	-	-	4 (36.4%)	4 (14.8%)
N =	4	12	11	27 (100%)

Table 9

Number of Subjects Taught by Principals who Teach

Number Subjects Taught	School Type			Total
	Private	Government	Mission	
None	1 (25%)	5 (41.7%)	1 (9.1%)	7 (25.9%)
One	-	3 (25%)	3 (27.3%)	6 (22.2%)
Two	2 (50%)	3 (25%)	2 (18.2%)	7 (25.9%)
Three	-	1 (8.3%)	3 (27.3%)	4 (14.8%)
Four	1 (25%)	-	2 (18.2%)	3 (11.1%)
N =	4	12	11	27 (100%)

Table 10

Subjects Principals Teach
(N = 19)

Subject Area	School Type		
	Private (N=3)	Government (N=6)	Mission (N=10)
Mathematics	-	3	6
Language Arts	3	4	6
Social Sciences	1	3	5
General Sciences	3	-	1
Foreign Languages	1	-	1
Fine Arts	-	-	1
Religion	-	-	4

Table 11

Teaching Specialties of Principals

Teaching Specialty	School Type			Total
	Private	Government	Mission	
Mathematics	1 (11.1%)	4 (18.2%)	7 (24.1%)	12 (20%)
Language Arts	1 (11.1%)	7 (31.8%)	5 (17.2%)	13 (21.7%)
Social Studies	1 (11.1%)	5 (22.7%)	9 (31%)	15 (25%)
General Science	5 (55.6%)	3 (13.6%)	2 (6.9%)	10 (16.7%)
Foreign Languages	-	-	1 (3.4%)	1 (1.7%)
Religion	-	-	5 (17.2%)	5 (8.3%)
Educational Administration	-	1 (4.5%)	-	1 (1.7%)
Did not answer	1 (11.1%)	2 (9.1%)	-	3 (5%)
N =	9	22	29	60 (100%)

Table 12

Number of Teaching Specialties of Principals

Number Subject Area Specialties	School Type			Total
	Private	Government	Mission	
One	-	3 (25%)	2 (18.2%)	5 (18.5%)
Two	1 (25%)	4 (33.3%)	-	5 (18.5%)
Three	2 (50%)	3 (25%)	9 (81.8%)	14 (51.9%)
Did not answer	1 (25%)	2 (16.7%)	-	3 (11.1%)
N =	4	12	11	27 (100%)

that teaching interferes with the ability of principals to effectively and efficiently administer the school, a reallocation of duties may be indicated.

C. Community Outreach

The final task sub-area of the principal examined in the educational leader domain, community outreach, includes those role functions in which principals engage to provide communication links with the school community and other educational, social or political groups. Three role functions were investigated: meeting with parents, visiting student's homes, and attending school related meetings.

The first role function examined, meeting with parents, was a role function which demanded a large amount of time for 55% of the mission school principals. For 75% of the private and 67% of the government school principals, this activity commanded a descriptively significant but lesser amount of time. It is clear, however, that many mission (64%) and government (50%) school principals desire to spend much more time meeting with parents than they currently do (see Appendix B, Table B9).

Visiting the homes of students is an activity which private (50%), mission (64%), and government (33%) school principals report spending only a little amount of time doing. As displayed in Table B10, Appendix B, the largest percentage of principals (46%) who desire to spend more time engaged in this activity is found in mission schools. Undoubtedly, transportation difficulties and the condition of some of the roads in Liberia militates against the practice of visiting student homes.

Additionally, the time principals have available for this activity must be considered as a factor which prevents them from doing so. Alternatively, principals may simply not perceive this activity as one of importance. Or, if viewed as important, they may feel this activity should be performed by teachers or staff. Irrespective of the reason, for many principals visiting the homes of students is not an activity in which they particularly desire to spend their time doing.

Attending school related meetings consumes a little time for many private (75%), government (50%) and mission (64%) school principals. Few of them indicate a desire to spend more time doing so, however (see Appendix B, Table B11). Yet meetings can be effective forums for disseminating information and for clarifying school goals and objectives. The attendance of principals at school related meetings is thus a desirable activity. Finding the time for them to do so, in addition to their other role functions, presents a further problem.

Community outreach activities in which many principals engage include meeting with parents and attending school related meetings. Visiting the homes of students is not an activity which consumes, or is desired to consume, much time for many principals.

II. School Management

In relation to the managerial domain, seven role functions which focused on the principal as a school manager and as a director of selected pupil personnel activities were examined: school manager--managing the school office; arranging the school schedule; working on or preparing the school budget; raising funds for the school; pupil personnel--keeping student attendance records; administering student tests; and handling student discipline.

A. School Manager

For a majority of principals (63%), managing the school office demanded a sizeable portion of their time. As displayed in Table B12, Appendix B, 75% of private, 58% of government, and 64% of mission school principals spend a large amount of time performing this function. When both time dimensions, a little time and a lot of time, are combined, all principals indicated they spend considerable time managing the school office. Evidently, principals believe managing the school office to be important, as many of them desire to spend more time performing this role function.

For approximately three-fourths of the mission and private school principals arranging the school schedule consumed a large portion of their time. Conversely, for three-fourths of the government school principals this role function occupied less time. As indicated by the data displayed in Table B13, Appendix B, the desirability of working on the school schedule is not very pronounced. Many principals indicate they would like to spend less time doing so.

Not unexpectedly, preparing the school budget is not a managerial role function engaged in by many government principals. It is a role function in which many private and mission school principals engage. Clearly, however, most private school principals spent less time on budgetary preparation than do principals of mission schools (see Appendix B, Table B14). Although most government school principals are not currently involved in preparing the school budget a number of them desire to become involved. Given the relationship of the school budget to school policy and programmatic decisions, the participation of government school principals in this role function has considerable merit.

The final role function associated with the school manager task sub-area examined here was raising school funds. While most Liberian high schools receive subsidies through the Ministry of Education, additional funds are required to maintain school program diversity and to meet operating expenses, particularly in mission and private schools. Raising funds for the school, therefore, becomes a function, in part if not entirely, of the principal. Most of the private school principals (75%) spend some time raising funds for their schools, as do half of the government (50%) and slightly more than one-third of mission school principals (36%). An additional 18% of the mission school principals and 8% of the government school principals performed this function for greater amounts of time. As seen in Table B15, Appendix B, several principals--mission (36%) and government (17%)--were not involved at all in raising funds for their schools.

B. Pupil Personnel

In examining the first of the three role functions associated with pupil personnel included in this study we found that keeping student attendance records consumed much of the principals' time. Half the private school principals, slightly less than half the government principals, and approximately two-thirds of the mission school principals reported that a sizable amount of their time is spent discharging this responsibility. Only a small percentage (18%) of mission school principals report that they do not perform this function. Apparently, however, it is a function they desire to spend less time performing (see Appendix B, Table B16).

Liberian high school students are required to take several achievement tests which are used for college entry and for school placement. In many instances, the administration of such tests is the responsibility of the principal. This is borne out by the fact that most principals report spending some time performing this function. It is the case, however, that mission school principals spent more time administering tests than did other principals. Nevertheless, mission school principals who report that administering student tests occupied a great amount of their time (46%) appear to be less than satisfied with this role, as fewer of them (18%) would like to continue spending that much time doing so. Surprisingly, as displayed in Table B17, Appendix B, a few government principals who are not currently involved in administering student tests report a desire to spend some time performing this function.

The final pupil personnel role function examined, handling student discipline, was, by far, the most time consuming for most principals. Overall, 70% of the principals reported that student discipline demanded much of their time. By school type, 50% of the private, 92% of the government, and 55% of the mission school principals report spending a lot of time performing this role. Significantly, more government than private or mission school principals find it necessary to devote a considerable portion of their time handling student discipline. Perhaps the realization by students that they can be removed easily from private and mission schools for disciplinary reasons curtails the number of problems that arise in those schools. Or, the educational environment in those schools may hold enough stimulation to prevent or dissuade student behaviors that demand disciplinary action. Still, another reason which may help explain why a greater percentage of government than private or mission school principals spend a large quantity of time handling student discipline may be the lack of student selectivity associated with government schools. That is, government schools are public, therefore, all educationally qualified and age-eligible students may attend them unless serious behavioral, physical or emotional problems prevail. While the above reasons may have merit, they are, of course, speculative. The precise reasons for the disparity in the percentages of principals who spend a lot of time handling student discipline, noted above, are not clear from the data. What is clear is that government school principals, as others, desire to spend less time handling student discipline (see Appendix B, Table B18) then they currently spend.

In reviewing all role functions included in the school management task area, it is apparent that, for many principals, several of these functions absorb much of their time. Irrespective of school type, many principals report that managing the school office, keeping school attendance records, and handling student discipline were functions which demanded a lot of their time. Many principals also indicate that they are actively involved in raising funds for the school. That function, however, demands a smaller amount of their time.

By school type, at least 75% of the principals of private and mission schools report that arranging the school schedule was a function to which a considerable amount of time was committed. Mission and private school principals also engaged in preparing the school budget to a greater extent than government school principals. Mission school principals also report that administering school tests is a function which demands a larger portion of their time than principals of government or private schools.

Overall, a greater percentage of mission school principals indicate they perform the school management functions examined here for greater amounts of time than other principals. The two role functions which a majority of all principals performed for large amounts of time were managing the school office and handling student discipline. Clearly, however, they desire to spend less time on the latter function. It is also apparent that many principals desire to spend less time performing other school management role functions, such as arranging the school schedule, handling student attendance, and raising school funds.

Summary

The task of Liberian senior high school principals was conceptualized to include two major domains--educational leadership and school management--and five task sub-areas--school leader, teaching, community outreach, school manager and pupil personnel. Each task sub-area was further identified by role functions which were examined to make a general determination of the activities principals currently spend the most time performing. Accordingly, principals were asked to indicate whether they spent a little time, a lot of time, or no time performing each role function examined. The time designations used provided principals with the opportunity to distinguish between general time allotments without having to recall more precise amounts of time which may have been difficult in many instances for them to report accurately. The purpose of the task analysis was to ascertain the primary role functions that currently occupy most of the principals' time, thereby enabling us to understand better the task of principals in Liberia's senior high schools.

The role functions that occupy the most time for 50% or more of all senior high principals, irrespective of school type, are associated primarily with the task area of school manager. These role functions include: managing the school office, keeping student attendance records, and handling student discipline. When role functions which exact a considerable amount of the principals' time are examined by school type, we find that only a majority of mission school principals spend a significant amount of time performing activities associated with each major domain examined. For the majority of mission school principals these role functions are: educational leader: school leader--evaluating school staff, working with students; teaching--teaching regular classes; community outreach--meeting with parents; school management: school manager--managing the school office; working on the school schedule; pupil personnel--handling student discipline; keeping student attendance records. (See Table 13 for a summary of time spent performing the various role functions by school type.)

In contrast to those role functions that occupy a substantial amount of time for all principals only four role functions can be identified in which a majority of principals spend little time: school leader--helping teachers, revising school procedures; and community outreach--meeting with parents and attending school related meetings.

By school type, several distinctions emerge in regard to those role functions which 50% or more of the principals report spending only a little time performing: private school principals spend little time engaged in the task sub-areas of school leader--helping teachers, evaluating school staff, selecting teachers, working with students, revising school procedures, teaching; community outreach--meeting with parents, visiting student homes, attending meetings; school manager--working on the school budget, raising funds for school; pupil personnel--handling student discipline. Fifty percent or more of the government school principals report spending only a small amount of time performing the following role functions: school leader--helping teachers, supervising school staff; community outreach--meeting with parents, attending meetings; school manager--working on the school schedule, raising funds for the school. For 50% or more of the mission school principals, those role functions that consume only a small amount of their time include: school leader--helping teachers, selecting teachers, revising school

Table 13

Summary of Percentage of Principals Reporting Amount of Time Spent Performing Various Role Functions by School Type

Amount of time spent / Role Function	School Type															
	Private (N=4)				Government (N=12)				Mission (N=11)				Total (N=27)			
	Little	Lot	None	DNA[a]	Little	Lot	None	DNA	Little	Lot	None	DNA	Little	Lot	None	DNA
Educational Leader																
Helping teachers	2(50%)	1(25%)	-	1(25%)	7(58.3%)	4(33.3%)	-	1(8.3%)	6(54.5%)	4(36.4%)	1(9.1%)	-	15(55.6%)	9(33.3%)	1(3.7%)	2(7.4%)
Supervising school staff	1(25%)	1(25%)	1(25%)	1(25%)	6(50%)	4(33.3%)	-	2(16.7%)	5(45.5%)	5(45.5%)	1(9.1%)	-	12(44.4%)	10(37.0%)	2(7.4%)	3(11.1%)
Evaluating school staff	2(50%)	-	1(25%)	1(25%)	4(33.3%)	5(41.7%)	-	3(25%)	4(36.4%)	6(54.5%)	1(9.1%)	-	10(37.0%)	11(40.7%)	2(7.4%)	4(14.8%)
Selecting teachers	2(50%)	1(25%)	-	1(25%)	2(16.7%)	3(25%)	4(33.3%)	3(25%)	6(54.5%)	5(45.5%)	-	-	10(37.0%)	9(33.3%)	4(14.8%)	4(14.8%)
Supv. extracurricular activities	-	-	4(100%)	-	1(8.3%)	-	11(91.7%)	-	1(9.1%)	-	10(90.9%)	-	2(7.4%)	-	25(92.6%)	-
Working with students	2(50%)	-	-	2(50%)	4(33.3%)	5(41.7%)	-	3(25%)	5(45.5%)	6(54.5%)	-	-	11(40.7%)	11(40.7%)	-	5(18.5%)
Revising school procedures	4(100%)	-	-	-	3(25%)	5(41.7%)	1(8.3%)	3(25%)	7(63.6%)	3(27.3%)	-	1(9.1%)	14(51.9%)	8(29.6%)	1(3.7%)	4(14.8%)
Teaching																
Teaching regular classes	3(75%)	-	-	1(25%)	4(33.3%)	3(25%)	1(8.3%)	4(33.3%)	2(18.2%)	8(72.7%)	1(9.1%)	-	9(33.3%)	11(40.7%)	2(7.4%)	5(18.5%)
Community Outreach																
Meeting with parents	3(75%)	-	1(25%)	-	8(66.7%)	4(33.3%)	-	-	4(36.4%)	6(54.5%)	1(9.1%)	-	15(55.6%)	10(37.0%)	2(7.4%)	-
Visiting student homes	2(50%)	-	1(25%)	1(25%)	4(33.3%)	1(8.3%)	2(16.7%)	5(41.7%)	7(63.6%)	2(18.2%)	2(18.2%)	-	13(48.1%)	3(11.1%)	5(18.5%)	6(22.2%)
Attending meetings	3(75%)	1(25%)	-	-	6(50%)	4(33.3%)	-	2(16.7%)	7(63.6%)	4(36.4%)	-	-	16(59.3%)	9(33.3%)	-	2(7.4%)
School Manager																
Managing school office	1(25%)	3(75%)	-	-	5(41.7%)	7(58.3%)	-	-	4(36.4%)	7(63.6%)	-	-	10(37.0%)	17(63.0%)	-	-
Working on school schedule	1(25%)	3(75%)	-	-	9(75%)	3(25%)	-	-	2(18.2%)	8(72.7%)	1(9.1%)	-	12(44.4%)	14(51.9%)	-	1(3.7%)
Working on school budget	2(50%)	1(25%)	-	1(25%)	3(25%)	1(8.3%)	5(41.7%)	3(25%)	4(36.4%)	4(36.4%)	2(18.2%)	1(9.1%)	9(33.3%)	6(22.2%)	7(25.9%)	5(18.5%)
Raising funds for school	3(75%)	-	-	1(25%)	6(50%)	1(8.3%)	2(16.7%)	3(25%)	4(36.4%)	2(18.2%)	4(36.4%)	1(9.1%)	13(48.1%)	3(11.1%)	6(22.2%)	5(18.5%)
Pupil Personnel																
Keeping student attendance records	1(25%)	2(50%)	-	1(25%)	5(41.7%)	5(41.7%)	-	2(16.7%)	2(18.2%)	7(63.6%)	2(18.2%)	-	8(29.6%)	14(51.9%)	2(7.4%)	3(11.1%)
Administering student tests	1(25%)	1(25%)	-	2(50%)	4(33.3%)	2(16.7%)	4(33.3%)	2(16.7%)	4(36.4%)	5(45.5%)	2(18.2%)	-	9(33.3%)	7(25.9%)	7(25.9%)	4(14.8%)
Handling student discipline	2(50%)	2(50%)	-	-	1(8.3%)	11(91.7%)	-	-	3(27.3%)	6(54.5%)	2(18.2%)	-	6(22.2%)	19(70.4%)	2(7.4%)	-

[a]DNA = Did not answer.

procedures; community outreach--visiting students' homes, attending meetings.

When distinctions between the amount of time spent performing the role functions examined here are eliminated, it is clear that principals perform all role functions in varying degrees except supervising extracurricular activities.

It is apparent that most principals spend more time performing role functions in the domain of school management than in the domain of educational leadership. Yet, it is conceivable that, in the latter area, they could have the greatest impact in leading their schools to higher levels of attainment in terms of student performance and teacher satisfaction and performance. As educational leaders, principals should spend more time assisting teachers in meeting the goals of the school and improving their teaching techniques. Concomitantly, as the schools' educational leaders, principals should provide direction for students and ensure that the school environment will be supportive for their intellectual growth and career aspirations. Further, as an educational leader, the principal should provide an open communication system through which parents and other community members could have input and also receive sufficient and pertinent information to encourage their support for the school's programs.

While it is necessary to keep the school operating efficiently by performing activities associated with school management, it must be recognized that principals must provide more in the way of school educational leadership for greater school effectiveness. It is important to note that mission school principals spend more time engaged in school educational leadership role functions, including teaching and community outreach, than do government or private school principals. It has also been pointed out that most mission school principals received their training in colleges and universities outside the Republic of Liberia. Thus, it may be that the training received by principals in Liberia has not prepared them to perform as school educational leaders. Alternatively, principals of government and private schools simply may not have as much time available to perform the role functions designated as school leadership as do mission school principals. While neither view emerges unequivocally from our data, it is clear that all principals, particularly government and private school principals, might well spend at least equal time as educational leaders and as school managers.

CHAPTER V

OTHER PROFESSIONAL ASPECTS RELATED TO PRINCIPALS

In this section three other professional aspects of Liberian principals are examined--career aspiration, perceived needs for improving their performance, and changes principals desire to make in their schools. The extent to which principals view the principalship as a career to which they are committed is examined through their career aspirations. Principals were also queried to ascertain what they considered necessary to improve their performance in the schools. In examining this second area some notion of what principals felt, albeit indirectly, were weaknesses in their professional preparation and in the school environment were explored. The third area is intended to be an indicator of principals' perceptions of how conditions might be improved in their schools. Each area is discussed in turn.

Career Aspiration

Do principals view their current assignment as one in which they wish to remain? Or do principals wish to move into other types of professional positions? To explore these questions, principals were asked to indicate whether they were "not interested" or would "very much like to" : a) become principal of a larger school; b) become an administrator in the Liberian Ministry of Education; c) become principal of another school in a different location; d) have a more important role in developing national educational policy.

The majority of the principals (63%) indicate that they are not interested in becoming a principal of a school in a different location.

On this dimension, little variability can be noted between school type as 64% of the mission school principals, 67% of the government school principals and 50% of the private school principals indicate a desire not to move to a school in a different location (see Appendix C, Table C). On the other hand, principals are rather divided about assuming a principalship in a larger school. While the majority of mission school principals (64%) and most private school principals (50%) report not being interested in moving to a larger school, the majority of government school principals (58%) are (see Appendix C, Table C2). Apparently, government school principals do not wish to leave the general geographical area in which they are now located, but may desire to have schools large enough to avoid the crowded conditions of some present schools and to have the greater amount of responsibility and status a large school would afford.

Becoming an administrator within the Ministry of Education is also an area in which a majority of mission school principals (64%) and most private school principals (50%) indicate a lack of interest. Many government school principals (50%), however, are very much interested in such positions (see Appendix C, Table C3). The disparity in views on this career dimension may reflect the feelings of the comparatively large number of expatriates who serve as principals of mission schools: that by not being Liberian citizens their chances of assuming a post within the Ministry of Education are limited. Alternatively, at the conclusion of their present assignment they may wish to be reassigned to another country.

The majority of principals surveyed wish to remain principals in their present schools. Assuming principalships of larger schools in the same geographical level is an interest of many of the principals of government schools. Administrative positions within the Ministry of Education do not appear to be attractive to mission and private school principals but do to about half of the government school principals. These divisions of opinions disappear, however, when principals are asked whether they desire to have a more important role in developing national educational policy. To this question, 78% of all the principals reply positively. When viewed by school type, 91% of the mission, 75% of the government, and 50% of the private school principals give affirmative responses (see Appendix C, Table C4). Evidently, the opportunities for principals to become involved in educational policy decisions at the national level are limited. Some mechanism to provide such opportunities might yield significant dividends.

Perceived Needs for Improving School Performances

If schools are to provide the kind of environment in which effective teaching and learning can take place, serious effort must be made not only to assess school programs and practices but also to determine how principals can be assisted to perform their roles better. To the extent that principals are hampered in the performance of their role by institutional constraints or professional preparation, so, too, is the school in providing the organizational climate necessary for maximum student growth. Our concern here, therefore, is to determine what kinds of help principals think they need to improve their school performance. If principals are to perform effectively, then they must be provided assistance in the areas in which they perceive the greatest need.

Principals were asked to indicate whether selected conditions or activities on a forced choice list would help them to improve their performance and to write in other conditions or activities they felt were desirable. The following conceptual areas represented by their sub-categories are the conditions and activities to which principals were asked to respond.

- A. Professional Improvement
    - 1. Training in formal education
    - 2. More training in formal education
    - 3. Training in school administration
    - 4. More training in school administration
- B. Role Function
    - 1. Fewer administrative duties
    - 2. Supportive staff for school administrative duties
    - 3. More time to spend with students
- C. Teacher Improvement
    - 1. More teachers
    - 2. Better trained teachers
- D. School facilities, equipment, supplies
    - 1. More supplies and equipment
    - 2. Faster delivery of supplies and equipment from the Ministry of Education
    - 3. Better school facilities

For a majority of principals, none of the activities or conditions presented were viewed as necessary for improving their performance. The activities for which the greatest agreement can be noted are: having more supplies and equipment (14%), having better school facilities

(15%), and having better trained teachers (13%). By school type, a greater percentage of private school principals than government or mission school principals felt that having more supplies and equipment and better school facilities would help them to improve (see Appendix D, Table D1).

None of the write-in responses could be associated with more than the responding principal. These responses included:

1) More authority as well as responsibility.
2) Authority to discipline teachers who are not doing a good job.
3) Establishing a school site governance committee.
4) More Liberian teachers.
5) Opportunity to select teachers.
6) More money to hire best available teachers.
7) Budget for school operation.

Using the conceptual framework from which the activities and conditions were derived we found that none of the write-in responses were associated with professional improvement. Write-in items 1, 2 and 3 fell into the category of "Role functions," items 4 and 5 under the category "Teacher improvements," and items 6 and 7 under the category not originally included, "School finance."

When asked to indicate the one most important condition or activity that would help them to improve, more government school principals (42%) than mission (9%) or private (25%) school principals indicate having better school facilities. Additionally, a rather large percentage of government school principals (33%) in comparison to private (none) and mission (9%) school principals indicate that having more training in school administration is a necessary activity for improved performance.

Mission school principals (36%) were most interested in having better trained teachers while private school principals (50%) were most interested in having more supplies and equipment (see Appendix D, Table D2).

These data suggest that most principals do not perceive the conditions or activities suggested as necessary requisites for their improved performance. Nor is there agreement among the write-in responses in regard to requisites necessary for their improved performance. Principals may not feel that their performance needs improvement. Or they may not have wished to indicate those areas they perceived as weaknesses.

Desired Changes in the School

Related somewhat to the perceptions principals hold concerning activities or conditions that would help them to perform better are the changes they desire for their schools. That is, desired school changes may provide indications of areas that could help to create and maintain a more responsive and productive school environment for teaching and learning. Principals were asked, therefore, to indicate by responding to an open-ended question the changes they desired to make in their schools. Their responses cover a wide range of activities (see Table 14), some of which are described below.

The changes principals desire to make in their schools fall into seven basic categories: school organization; school rules and regulations; curriculum; teachers; school facilities, equipment and supplies; administration; and school services. Although many of the desired changes represent individual responses some distinctions can be made by school type. Most desired changes for mission school principals occur in the areas of school organization, school rules and regulations, curriculum and school facilities, equipment and supplies. Government school principals desired most changes in the areas of school facilities, equipment and supplies, and teachers.

The primary area of desired school change for mission and government school principals is that of school facilities, equipment and supplies. Within that area, 50% of the government principals and 18% of the mission school principals desired better teaching aids, supplies and equipment, while 33% of the government school principals and 18% of the mission school principals indicated a desire for improved school facilities. Additionally, 25% of the government school principals desired school libraries.

A few government school principals (25%) are exclusive in their desire for a better teachers' salary scale and retirement plan. However, the desire for better trained teachers is indicated by only 25% of the government school principals and 18% of the mission school principals.

The largest percentages of principals expressing a desire for school changes are associated with government schools. While it is obvious that many changes are indicated by mission school principals, these changes generally are not indicated by more than one principal. Government school principals are most in agreement about the following desired changes: better teaching aids, supplies and equipment (50%); improved school facilities (33%); library facilities (25%); better teachers' salary scale and retirement plan (25%); better trained teachers (25%). The desired changes indicated by school principals can be construed as areas of perceived school weaknesses. It would be a fallacy, however, to conclude that these areas of desired change represent weaknesses, say, in government schools that account for the perceived higher status of mission and private schools pointed out earlier. Nevertheless, they do provide some indication of areas to be considered seriously if government as well as mission and private schools are to be strengthened.

TABLE 14

CHANGES PRINCIPALS DESIRE IN THEIR SCHOOLS

	Private	Government	Mission	Total
School Organization				
More class time weekly			(9.1%)1	(3.8%)1
Make school co-ed			(9.1%)1	(3.8%)1
Make school three stream			(9.1%)1	(3.8%)1
Reconstitute governing board of school			(9.1%)1	(3.8%)1
Eliminate primary grades	(33.3%)1			(3.8%)1
Limit size of student enrollment		(8.3%)1		(3.8%)1
Provide remedial classes			(9.1%)1	(3.8%)1
School Rules and Regulations				
Enforce all rules/regulations regardless of student family background or status			(9.1%)1	(3.8%)1
Require students to have all textbooks			(9.1%)1	(3.8%)1
Curriculum				
Greater variety in curriculum for fast and slow students			(18.2%)2	(7.7%)2
More comprehensive curriculum geared to students future livelihood			(9.1%)1	(3.8%)1
Adopt West African Examination Council (WAEC) Exams			(9.1%)1	(3.8%)1
Raise school standards			(9.1%)1	(3.8%)1
Teachers				
Retire ineffective teachers and staff		(8.3%)1		(3.8%)1
Employ better trained teachers		(25.0%)3	(18.2%)2	(19.2%)5
Add more teachers			(9.1%)1	(3.8%)1
Get more qualified Liberian teachers		(8.3%)1		(3.8%)1

Table 14 (cont.)	Private	Government	Mission	Total
Teachers cont.				
Add more French teachers		(8.3%)1		(3.8%)1
Better living facilities for teachers		(8.3%)1		(3.8%)1
Better teachers salary scale and retirement plan		(25.0%)3		(11.5%)3
Have fewer expatriates teaching		(8.3%)1		(3.8%)1
Eliminate Peace Corps Volunteers		(8.3%)1		(3.8%)1
School Facilities, Equipment and Supplies				
Get better equipment		(8.3%)1	(9.1%)1	(7.7%)1
Eliminate sharing school building with another institution	(33.3%)1			(3.8%)1
Better teaching aids, supplies and equipment		(50.0%)6	(18.2%)2	(30.8%)8
Add cafeteria		(8.3%)1	(18.2%)2	(11.5%)3
Improve school facilities		(33.3%)4	(18.2%)2	(23.1%)6
Add library		(25.0%)3		(11.5%)3
Add school chapel			(9.1%)1	(3.8%)1
Add more classrooms			(9.1%)1	(3.8%)1
Administration				
Have woman Liberian principal (for all-girls school)			(9.1%)1	(3.8%)1
Provide full time Deans for boys & girls			(9.1%)1	(3.8%)1
Principal have authority to select teachers			(9.1%)1	(3.8%)1
School Services				
Improve food service		(8.3%)1	(9.1%)1	(7.7%)2
Provide scholarships to deserving students			(9.1%)1	(3.8%)1
Comment not germane	(33.3%)1		(18.2%)2	(11.5%)3
Did not answer	(33.3%)1			(3.8%)1
Number of principals responding	(12.0%)3	(46.0%)12	(42.0%)11	(100%)26

Percentages do not total 100% because of multiple responses.

CHAPTER VI

SUMMARY AND CONCLUSIONS

In examining the characteristics of principals of Liberia's senior high schools we sought to determine whether perceived differences in the quality of private, mission and government schools have an association with qualitative background aspects of their principals. This intent was not meant to imply that background characteristics of high school principals account exclusively for the quality of the schools in which they serve. It does imply that principals should and do have important leadership functions to perform which have an impact on the total school teaching-learning environment. The effectiveness with which these functions are discharged is, we think, related to qualitative background aspects of the principal.

Assessing the quality of school principals can take many forms. For example, one might attempt to examine principal quality with respect to teacher satisfaction, student performance or school morale. Whether the quality of principals leads directly to such school outcomes is, of course, debatable. Methodologically, one can logically argue that several intervening variables such as teacher quality, student ability and background, school physical quality, staff support, teacher salaries, supplies and equipment and the like have varying impact on the school outcome measures suggested. We take the position, however, that while such outcome measures have merit, in regard to the quality of the principal, demographic, educational, and experiential qualitative background aspects along with role behavior characteristics provide basic insights which appear to be associated with the principal's performance and from which we may infer a relationship with the quality of their schools.

In Liberia, private and mission schools are generally thought to be superior to government or public schools. In an attempt to understand whether these perceived differences were associated with the quality of school leadership several questions were posed. These questions emanated from the conceptual framework postulated in Chapter I to indicate how demographic, educational, experiential and role characteristics of principals had implications for principal pre- and in-service preparation and selection. In the preceeding chapters the general results of the study in regard to the questions posed have been provided. In this concluding chapter we summarize these findings for each research question and discuss their implications for principal pre- and in-service preparation and selection.

Are there differences in the demographic characteristics of Liberian private, government and mission senior high school principals?

In examining this question, data were collected on age, sex, nationality, type of community in which principals grew up, Liberian languages spoken, number of years lived in Liberia, religious affiliation, and parental educational and occupational background. Descriptively, we find that there are both similarities and differences for these characteristics.

Irrespective of school type, the majority of Liberia's senior high school principals are male. They have a median age of 44 years though government school principals are slightly younger (median 39 years) than those of private or mission schools (median 46 years). Most grew up in cities or towns rather than in rural or farming areas. On the other demographic characteristics, dissimilarities can be noted.

All principals of government and private schools are Liberian citizens, while a majority of mission school principals are expatriates who have lived in Liberia for a median of 3.5 years. The majority of mission school principals belong to a Catholic religious order, while the majority of private and government school principals report not belonging to any religious order.

In regard to Liberian languages spoken, no clear pattern emerges among principals by school type. The primary languages spoken by all principals are Kru, Kpelle, Bassa and Vai. It is to be noted, however, that government school principals, on the whole, speak a greater number of the sixteen major Liberian languages than do other principals.

Parental backgrounds reveal sharp distinctions between principals by school type. Overwhelmingly, the parents of the majority of government school principals have had little formal education. Some have had a few years of elementary schooling, but no parent of government school principals was reported to have had more than a secondary level education. Not surprisingly, the majority of the parents of government school principals had occupations that could be classified as farmer or lumberman. In contrast, the majority of the parents of private and mission school principals have completed senior high school. A few of them have completed college and, in some instances, have done graduate work. Reflecting their increased amounts of education, parents of mission and private school principals have occupations which fall into the category of professional or administrative.

It is apparent that mission and private school principals have family backgrounds in which educational and occupational attainments are higher than those of principals of government schools. Such higher levels may mirror the educational and occupational opportunities available outside of Liberia since we can infer that the parents of many mission school principals were educated and worked outside of Liberia. Yet, private school principals who are, in large measure, Liberians have similar parental backgrounds as mission school principals. Reasons which may account for the differences in parental backgrounds of private and government school principals are not apparent from our data. What is apparent is that private and mission school principals have a family background in which formal education and higher occupational attainment is not unique.

Are there differences in the educational background of principals by school type?

Mission and private school principals have completed higher levels of education than government school principals. While the majority of government school principals hold the bachelors degree (B.A.) only, most mission school principals hold the masters degree (in one instance the doctorate), and most private school principals have studied beyond the B.A. degree. With reference to special training in educational administration, many mission and private school principals have received training for one year or more, many government school principals for at least one year. This training was generally received in the United States. Several principals for all three school types, however, have received no special training in educational administration.

Are there differences in the professional experiences of principals by school type?

Professional experience was examined in regard to the number of years principals had spent as: a) classroom teacher; b) vice- or assistant principal; c) principal of present school; and d) principal of another school.

In the main, mission (median, 11.9 years) and private (median, 12.5 years) school principals have spent slightly more years as classroom teachers than those in government schools (median, 9.5 years). With reference to administrative experience as vice- or assistant principal, principal of present school and principal of another school, more pronounced differences emerge. Mission school principals have had twice as much experience in the capacity of a vice- or assistant principal (median, 4.8 years) as government school principals (median, 2.2 years) and one and one-half as much experience as private school principals (median, 3 years). In relation to experience as principal of their present school, mission school principals again are more experienced (median, 3.8 years) than either government (median, 2.1 years) or private (median, 1.5 years) school principals. For the final aspect of administrative experience examined, experience as principal of another school, we again find that the experience of mission school principals (median, 3.5 years) exceeds the amount reported by government school principals (median, 2.3 years) or private school principals who report having no experience as principal of another school.

The administrative experience of mission school principals is clearly greater than that of government or private school principals. Government school principals, in turn, have had more administrative experience than principals of private schools. When administrative experience is coupled with teaching experience, mission school principals are decisively more experienced and may, by virture of that fact, be better prepared to perform as principals than those in private and government schools. In addition, mission school principals also have had greater amounts of specialized administrative preparation. Thus, principal experience and preparation should be considered in any attempt made to provide plausible and testable explanations for the perceived higher status and quality of mission high schools.

Are there differences in the career aspirations of principals by school type?

Career aspirations were examined with respect to the desire of principals to move into the principalship of a larger school, a school in a different location, to become an administrator in the Liberian Ministry of Education or to have a more important role in the development of national policy. In examining these aspects of career aspirations, some differences emerge between mission and private school principals and those in government schools. Concomitantly, similarities between principals of all three school types can be observed.

The majority of mission and private school principals are not interested in becoming a principal of a larger school or in assuming an administrative position within the Ministry of Education. Conversely, the majority of government school principals are very much interested in both of those career opportunities. Mission and private school principals are apparently content in their present positions. Alternatively, at least in regard to a position in the Ministry of Education, they may feel that the probability of being offered a position there is rather remote, in some cases because of their expatriate status, in other cases because of political reasons. Or, many of these principals may not plan to remain in Liberia long enough to seriously consider moving into either of the positions under consideration. Government school principals, who are all Liberian citizens, may equate movement into a larger school or into the Ministry with acquiring more status and greater opportunity to make more significant contributions to the Liberian educational system.

In contrast to the differences in career aspirations noted above, there is little dissimilarity among principals for the remaining aspects of career aspirations examined. The majority of principals are not interested in becoming a principal of a school in a different location, and all are interested in having a more important role in developing national educational policy. In the first instance, principals may have developed close social, professional, and family ties which militates against a desire to relocate in a different location. In the second instance, principals probably believe that they have much to share in developing national educational policy. As professional educators with considerable experience, as noted elsewhere, principals are a resource from whom valuable input could be obtained for the development of educational policy. Their desire to become involved in this very important activity may be symbolic of their commitment to help Liberia achieve a more effective educational system and the belief that they have much to offer in this respect.

What differences exist in principal role behavior by school type?

The role behavior of principals was examined through the use of a conceptual framework in which the principal's task was seen as consisting of two major task domains--educational leadership and school management. The educational leadership domain was further sub-divided to include the task sub-areas, school leadership, teaching and community outreach. The school management domain was sub-divided to include school manager and

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pupil personnel. Each task sub-area was operationalized by specifying duties and responsibilities or role functions of principals as follows: school leader--helping teachers, supervising teachers/school staff, evaluating teachers/school staff, selecting new teachers, supervising extra-curricular activity, working with students, revising school procedures. Teaching--teaching regular classes. Community outreach--meeting with parents, visiting student's homes, attending meetings concerned with school related affairs. School manager--managing the school office, working on the school schedule, working on the school budget, raising funds for the school. Pupil personnel--keeping student attendance records, administering student tests, handling student discipline.

For each role function, principals indicated the amount of time they spent performing them. An attempt was also made to determine the amount of time principals desired to spend performing each role function. However, this latter investigative aspect was generally unsuccessful.

By school type, some differences in role behavior can be noted. In the main, principals of mission and private schools spend more time performing role functions associated with the task sub-area school leader--evaluating and selecting teachers, working with students and revising school procedures--than do principals of government schools. Upon closer examination, we also find that mission school principals spend more time evaluating and selecting teachers and working with students than either private or government school principals. Mission and private school principals also spend more time performing role functions associated with the task sub-areas of teaching and community outreach. However, mission school principals spend more time in performing activities in both of these task sub-areas than private or government school principals. Viewing the aggregate role behavior of principals in the domain of educational leadership, in terms of the amount of time spent performing the various role functions examined in this domain, mission school principals demonstrate a greater time involvement than do private and government school principals. Private school principals, in turn, spend more time performing educational leadership activities than those in government schools.

In the domain of school management, we find that principals of mission and private schools generally spend more time managing the school office, preparing the school schedule, preparing and administering the school budget, and handling student attendance records than government school principals. With respect to raising funds for the school, private school principals spend more time doing so than government or mission school principals and, surprisingly, government school principals more so than mission school principals. The role function of handling student discipline commands a considerable amount of time for all principals. However, the percentage of government principals who report that student discipline absorbs their time is far greater than that of private or mission school principals. A slightly greater percentage of mission than private school principals also report spending more time handling student discipline.

Viewing the total range of role functions included in the educational leader and school manager domains, it is clear that mission school principals spend a greater amount of time performing more of the role functions associated within each domain examined than private or government school principals. Private school principals, in turn, engage in role functions in the educational leader and school manager domains to a greater extent than government school principals.

We have argued elsewhere (see Chapter V) that, while it is necessary for principals to be both educational leaders and school managers, it may be vital for school growth and effective teaching and learning that they give at least equal time to educational leadership activities as school management activities. To the extent that management activities prevent principals from performing more role functions associated with educational leadership, some remedy should be sought. Perhaps more support from the supervisory staff of the Ministry of Education might be provided in assisting principals, particularly those in government schools, to engage in educational leadership activities more extensively.

What conditions are perceived by principals to be necessary to improve their job performance?

In responding to a list of activities and conditions conceptualized as professional improvement, role function, teacher improvement, and school facilities, equipment and supplies (see Chapter V), no majority agreement was noted for any single activity or condition thought to be necessary for principals to improve their job performance. However, principals of private schools more frequently than principals of mission and government schools indicated that increases in the amount of supplies and equipment, and improved physical conditions would assist them in improving their performance.

When queried about the one most important condition or activity necessary for improved job performance, other differences emerge by school type. Government school principals were almost equally divided in reporting that better school facilities and additional training in school administration were necessary for improvement in their performance.

Mission school principals indicated that having better trained teachers, while private school principals reported that additional equipment and supplies were the most important conditions for their improved performance.

Interestingly, few principals indicated that additional administrative staff was necessary for them to improve their job performance, although many reported spending a considerable amount of their time performing school management functions rather than educational leader functions, particularly among government school principals.

Indirectly related to the conditions and activities principals believed were necessary for their improved performance were changes they desired in their schools. Thus, from the indications of school changes they desired, it can be inferred that the school's environment would improve and, subsequently, the performance of the principal, the school staff, and the students.

A fairly wide range of school changes were desired by government and mission school principals, as was described in Chapter V. Generally, mission school principals desired changes in the areas of curriculum and school organization, while government school principals sought changes associated with the teaching staff. Both government and mission school principals report a desire for changes in the area of improved and additional school facilities. In the main, the largest percentage of principals desiring changes were government school principals who indicated a desire to make changes which would result in having better teaching aids, supplies and equipment, and improved school facilities.

To the extent that the changes desired are indirect indications of school weaknesses, they should be given serious attention by the central school administration and others concerned with improving the quality of Liberian education. Given the control exercised over school curriculum by the Ministry of Education for all schools, and the Ministry's responsibility for the allocation of resources for government schools, it becomes an important central office task to view the expressions of principals with care as long- and short-range plans for educational development are made.

What skills are needed for the senior high school principalship? What implications can be made for principal selection?

From the examination of the role functions in which principals currently and partially engage, listing of the entry leval skills principals will need in Liberia can be inferred.

It will be recalled that the conceptual framework developed to examine principal role behavior included two major domains which were further divided into five task sub-areas and eighteen operational role functions as follows:

I. Educational leader (major domain)
    A. School leader (sub-task area)
        1. Helping teachers
        2. Supervising teachers
        3. Evaluating teachers
        4. Selecting teachers
        5. Supervising extra-curricular activities
        6. Working with students
        7. Revising school procedures

Role Functions

B. Teaching (task sub-area)

  1. Classroom teaching

  ] Role Function

C. Community Outreach (task sub-area)

  1. Meeting with parents
  2. Visiting student homes
  3. Attending meetings concerned with school related affairs

  ] Role Functions

II. School Management (major domain)

A. School Manager (task sub-area)

  1. Managing school office
  2. Working on the school schedule
  3. Working on the school budget
  4. Raising funds for the school

  ] Role Functions

B. Pupil Personnel (task sub-area)

  1. Keeping student attendance records
  2. Administering student tests
  3. Handling student discipline

  ] Role Functions

Using this conceptual framework, those role functions which represented the greatest demand on the principals time and thus were essential functions of their job were determined. Although variations were noted by school type, principals generally spent more of their time performing school management functions, particularly handling student discipline, than educational leadership functions as has been discussed elsewhere in this opus. Nevertheless, it became apparent that principals were called upon to perform all role functions with the exception of supervising school extra-curricular activities, which an overwhelming majority of them reported not doing.

In addition to examining principal role behavior, principals were asked to indicate the kinds of supportive services, activities or conditions, including professional preparation, that would assist them to perform better in their positions. Through this question it was hoped that inferences relative to additional skills or competencies principals felt were necessary could be made. The investigation of this area, however, failed to surface additional definitive role functions or skill areas that could be associated with the principalship. What, then, can be said concerning the entry level skills for Liberian senior high school principals?

It is essential that future principals of Liberian senior high schools have a solid background in effective classroom teaching at the high school level. Most principals are called upon to teach, which is, of course, necessary because of teacher shortages and which also affords the principal the opportunity to better know the students and to demonstrate exemplary teaching. This does not imply that all effective principals are effective teachers or vice-versa. It does suggest that the school will be enhanced when the principal is effective both as principal and as a classroom teacher. Additional experience for the principalship may include service as an assistant principal. However, since many Liberian high schools do not have assistant principals, acquiring such experience may be rather difficult.

At another level, future principals must be skilled in handling student discipline and in reducing the conflicts from which student discipline problems emanate. They also must be competent in assisting and evaluating teachers. Thus, future principals must be sensitive to individual motivations, possess well developed interpersonal skills, and be well versed in the use of assessment techniques. It is also evident that future principals need to be competent in the areas of office management and budget management. Further, they should be competent in the use of public relations techniques if support for their school is to be secured and maintained.

Underlying the above areas of competence is the essential dimension of leadership. It is imperative that future principals possess those characteristics which mark them as leaders: superior intellect, sound decision-making skills, excellent communication skills, the ability to inspire and motivate students and staff, the ability to establish and maintain goals, sensitivity to human diversity, charisma, stamina, dedication and commitment. The selection of principals who are equipped with such leadership characteristics and skills and who are competent in the earlier discussed areas should contribute greatly to the attainment of excellence for all of Liberia's senior high schools.

Based on principal role behavior and the assistance they desire to improve their performance, what implications emerge for pre- and in-service preparation programs?

In the previous section skill and competency areas thought to be necessary for principal effectiveness were noted. It follows, therefore, that the acquisition of many of these skills for future principals should be within the purview of pre-service preparation programs; the refinement of these skills among present principals the purview of in-service programs.

At the pre-service level, potential principals will require minimum training in both educational leadership and school management. Given the prerequisites of successful teaching experience and natural leadership abilities as the basis for the selection of potential principal candidates, preparation programs might well include courses and supervised field experiences in, first, the supervision of teachers with emphasis on approaches designed to be supportive and helpful rather than authoritarian and, second, the evaluation of teaching with necessary feed-back and support to assist teacher improvement. A third area of pre-service courses is that concerned with educational philosophy, administrative theory and practice, and policy analysis. Such courses should provide a sound basis for the role functions principals will be required to perform in regard to developing and revising school procedures and practices. A fourth area of preparation courses might include public relations techniques or school-community relations to provide future principals with the skills they will need to discharge effectively their responsibilities with respect to community outreach. Courses and experiences in school management techniques, including decision-making, scheduling, and budget preparation and administration constitute a fifth area included to provide future principals with skills they will need as a school manager.

A sixth pre-service preparation area for principals must address the role function of handling student discipline. Generally, student discipline problems are surface manifestations of problems which have their genesis elsewhere. In many instances, such problems result from interpersonal conflicts in the school, home or community environments. If principals are to become effective in dealing with student discipline, they must not only react to the discipline problems that errupt in the school but also be skilled in recognizing the sources of actual and potential conflict and skilled in reducing them. Thus, it appears to be appropriate that future principals have a sound background in interpersonal relations, conflict resolution, and group dynamics. These skills, of course, have obvious uses in other areas than that of handling student discipline.

This description of pre-courses and experiences which appear to be germane to the preparation of principals would not be complete without the inclusion of an area of some importance--curriculum theory and development. While it is true that curricula is determined at the Ministry of Education level, it does appear that the more knowledgeable principals are about curriculum theory and development, the more effective they will be in assisting teachers and students and in implementing school programs which will help achieve the ultimate goal of school excellence.

At the level of in-service training for current principals three observations are relevant. First, in-service programs are essential for assisting principals. Second, it is important that any in-service program for principals be based on an accurate assessment of needs. Third, planning for the implementation of an in-service program must involve an adequate representation of principals for whom it is planned. The success of in-service will depend to a large extent on the degree to which these conditions are understood and met.

In this study an indication of need was sought by asking principals what kinds of activities or conditions would assist them to be more effective in their positions. As has been discussed earlier, those areas which received the highest percentage of responses--school facilities, equipment and supplies--are not ameliorable through in-service programs. Thus, this query concerning perceived need failed to reveal direct clues which could be used indicate a focus for in-service programs. However, the responses provided by principals in regard to role functions provide an indirect indication of potential areas for needed in-service programs.

First, few principals indicated that they spent a lot of time engaged in teacher supervision. Yet, this activity is an important responsibility of the principal, as he should determine areas of need and assist teachers to become more effective. If this function has not been conducted because principals lacked the skills to do so, then, an in-service program on teacher supervision could be mounted. A second area for in-service programs is that of teacher evaluation. Principals currently use a variety of techniques to evaluate teachers which do not appear to be related to a diagnostic function. Principals should become skilled in this area if they are to a) ensure that the best teachers are retained in their schools; b) provide objective assessments which have some basis for comparison across schools, and c) assist teachers to understand their weaknesses (and strengths) and to map out strategies for eliminating those weaknesses.

The area of student discipline provides the focus for the third of an initial thrust of in-service programs. Principals currently spend a disproportionately large amount of their time in handling student discipline. It is appropriate, therefore, that principals begin to acquire and refine skills in interpersonal relations and communication. Principals must communicate effectively with students and school staff and assist in improving communication throughout the school to ensure knowledge of student and school rights and responsibilities and adequate feedback processes. Principals should also develop an awareness of, and sensitivity to, underlying problems which give rise to student discipline problems. Further, they must develop skills and techniques in conflict resolution.

One fundamental question remains in regard to in-services programs--who should conduct them. It was stated earlier that principals themselves should be involved in the planning of these programs. It is conceivable, therefore, that part of the planning will resolve the above question. It should be noted, however, that several resources could be utilized for the purpose of providing leadership for in-service programs: Ministry of Education personnel; county school supervisors; university and college faculty; educational experts working in Liberia; and successful principals. Finally, it is important that in-service programs be coordinated by central offices within each county or through the Ministry of Education to maintain quality control, assess effectiveness and maintain records of those involved in such programs for future professional considerations.

Conclusion

The underlying thrust of this study was the desire to understand some of the reasons for the perceived superiority of mission senior high schools in contrast to private and government senior high schools. In this regard, attention was focused on the school principal since principals have a primary responsibility for establishing and maintaining a school environment conducive to effective teaching and learning.

In the preceding pages, fundamental differences and similarities between principals of private, mission and government schools have been discussed. Some of the implications of these differences and similarities have also been explicated. Among the several implications drawn from the findings of this study, we re-emphasize one: serious attention should be given to the pre- and in-service preparation of principals if the most effective leadership is to be provided for Liberia's schools. Perhaps the existing pre- and in-service principal preparation programs in Liberia fail to define adequately the role of the principal. Variations in principal role behavior by school type may reflect that circumstance. It is possible, however, that variations in principal quality will exist in spite of the adequacy of pre- and in-service training programs. We take the position that when viable pre- and in-service administrative preparation programs are offered for principals, and careful selection procedures for new principals are used, the probability for excellence in all schools will be increased.

The attainment of educational excellence in the schools in Liberia must begin with the educational excellence of the principal. If national development is to be enhanced, then all schools must provide educational services that are of a comparable high quality. The role of the principal in this regard is of the utmost importance.

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APPENDIX A

Principal Demographic Characteristics

Table	
A1	Age of Principal
A2	Sex of Principal
A3	Liberian languages spoken by Principal
A4	Number of Liberian languages spoken by Principals
A5	Nationality of Expatriate Principals
A6	Number of years Expatriate Principals have lived in Liberia
A7	Membership of Principal in a religious order
A8	Association of school of Principal with religious order to which they belong
A9	Country of birth of Principal
A10	Type area in which Principals grew up
A11	Highest level of education completed by Father of Principal
A12	Highest level of education completed by Mother of Principal
A13	Occupation of Father of Principal
A14	Occupation of Mother of Principal
A15	Highest level of education completed by Principal
A16	Country where elementary education of Principals received
A17	Country where secondary education of Principals received
A18	Country where undergraduate college education of Principals received
A19	Country where post college education of Principals received
A20	Amount of special training in educational administration received by Principals
A21	Country where special training in educational administration was received by Principals
A22	Length of time served as Principal

Table	
A23	Previous experience as Principal in another school
A24	Length of time served as Principal of another school
A25	Experience as Vice Principal before becoming a Principal
A26	Length of time served as Vice Principal in elementary school
A27	Length of time served as Vice Principal in junior high school
A28	Length of time served as Vice Principal in senior high school
A29	Classroom teaching experience of Principals
A30	Classroom teaching experience by grade level and years taught

TABLE A1

AGE OF PRINCIPAL

	School Type			
Age Range	Private	Government	Mission	Total
35 and under	---	3 (25%)	1 (9.1%)	4 (14.8%)
36 - 40	1 (25%)	4 (33.3%)	1 (9.1%)	6 (22.2%)
41 - 45	1 (25%)	1 (8.3%)	3 (27.3%)	5 (18.5%)
46 - 50	1 (25%)	3 (25%)	3 (27.3%)	7 (25.9%)
51 and above	1 (25%)	---	3 (27.3%)	4 (14.8%)
Did not answer	---	1 (8.3%)	---	1 (3.7%)
N =	4 (14.8%)	12 (44.4%)	11 (40.7%)	27 (100%)

TABLE A2

SEX OF PRINCIPAL

Sex	School Type			Total
	Private	Government	Mission	
Male	3 (75%)	10 (83.3%)	10 (90.9%)	23 (85.2%)
Female	1 (25%)	2 (16.7%)	1 (9.1%)	4 (14.8%)
N =	4 (14.8%)	12 (44.4%)	11 (40.7%)	27 (100%)

TABLE A3

LIBERIAN LANGUAGES SPOKEN BY PRINCIPALS

Language	School Type			Total
	Private	Government	Mission	
Kru	2 (40%)	3 (15.8%)	2 (22.2%)	7 (21.2%)
Bassa	1 (20%)	3 (15.8%)	1 (11.1%)	5 (15.2%)
Grebo	-	2 (10.5%)	1 (11.1%)	3 (9.1%)
Kpelle	2 (40%)	2 (10.5%)	2 (22.2%)	6 (18.2%)
Vai	-	3 (15.8%)	2 (22.2%)	5 (15.2%)
Lorma	-	2 (10.5%)	-	2 (6.1%)
Gio	-	1 (5.3%)	-	1 (3%)
Mende	-	1 (5.3%)	1 (11.1%)	2 (6.1%)
Ghandi	-	1 (5.3%)	-	1 (3%)
Mano	-	1 (5.3%)	-	1 (3%)
N =	5	19	9	33 (100%)

TABLE A4

NUMBER LIBERIAN LANGUAGES SPOKEN BY PRINCIPALS

Number Languages Spoken	School Type			Total
	Private	Government	Mission	
None	1 (25%)	-	5 (45.5%)	6 (22.2%)
One	2 (50%)	8 (66.7%)	4 (36.4%)	14 (51.9%)
Two	-	1 (8.3%)	1 (9.1%)	2 (7.4%)
Three	1 (25%)	3 (25%)	1 (9.1%)	5 (18.5%)
N =	4	12	11	27 (100%)

TABLE A5

NATIONALITY OF EXPATRIATE PRINCIPALS

Nationality	School Type			Total
	Private	Government	Mission	
African other than Liberian	-	-	-	-
Non-African: American	-	-	3 (27.3%)	3 (11.1%)
Irish	-	-	1 (3.7%)	1 (3.7%)
Philippino			1 (3.7%)	1 (3.7%)
Canadian	-	-	1 (3.7%)	1 (3.7%)
Not expatriate	4 (100%)	12 (100%)	5 (45.5%)	21 (77.8%)
N =	4	12	11	27 (100%)

TABLE A6

NUMBER OF YEARS EXPATRIATE PRINCIPALS HAVE LIVED IN LIBERIA

Years	School Type			Total
	Private	Government	Mission	
1 - 4	-	-	4 (50%)	4 (50.0%)
5 - 8	-	-	1 (12.5%)	1 (12.5%)
9 and above	-	-	1 (12.5%)	1 (12.5%)
Did not answer	-	-	2 (25%)	2 (25 %)
N =	-	-	8	(100%)

TABLE A7

MEMBERSHIP OF PRINCIPAL IN A RELIGIOUS ORDER

Response	School Type			Total
	Private	Government	Mission	
Yes	1 (25%)	-	7 (63.6%)	8 (29.6%)
No	3 (75%)	11 (91.7%)	3 (27.3%)	17 (63%)
Did not answer	-	1 (8.3%)	1 (9.1%)	2 (7.4%)
N =	4	12	11	27 (100%)

TABLE A8

ASSOCIATION OF SCHOOL OF PRINCIPAL WITH RELIGIOUS ORDER TO WHICH THEY BELONG?

Response	School Type			Total
	Private	Public	Mission	
Yes	-	-	4 (36.4%)	4 (14.8%)
No	4 (100%)	12 (100%)	6 (54.5%)	22 (81.5%)
Did not answer	-	-	1 (9.1%)	1 (3.7%)
N =	4	12	11	27 (100%)

TABLE A9

COUNTRY OF BIRTH OF PRINCIPAL

Country	School Type			Total
	Private	Government	Mission	
Africa:				
Liberia	3 (75%)	12 (100%)	4 (36.4%)	19 (70.4%)
Ghana	1 (25%)	--	--	1 (3.7%)
Togo	--	--	1 (9.1%)	1 (3.7%)
Sub-Total Africa N =	4	12	5	21 (77.8%)
Non-Africa:				
U.S.A.	--	--	2 (18.2%)	2 (7.4%)
Ireland	--	--	2 (18.2%)	2 (7.4%)
Holland	--	--	1 (9.1%)	1 (3.7%)
Philippine Is.	--	--	1 (9.1%)	1 (3.7%)
Sub-Total Non-Africa N =	0	0	6	6 (22.2%)
Total N =	4 (14.8%)	12 (44.4%)	11 (40.7%)	27 (100%)

TABLE A10

TYPE AREA IN WHICH PRINCIPALS GREW UP

Area	School Type			Total
	Private	Government	Mission	
Farm	-	-	1 (9.1%)	1 (3.7%)
Town/City	4 (100%)	12 (100%)	9 (81.8%)	25 (92.6%)
Both	-	-	1 (9.1%)	1 (3.7%)
N =	4	12	11	27 (100%)

TABLE A11

HIGHEST LEVEL OF EDUCATION COMPLETED BY FATHER OF PRINCIPAL

Education Level	School Type			Total
	Private	Government	Mission	
No formal education	-	6 (50%)	-	6 (22.2%)
Some Elementary School	-	4 (33.3%)	1 (9.1%)	5 (18.5%)
Completed Elementary School	-	-	1 (9.1%)	1 (3.7%)
Some Jr. High School	-	-	-	-
Completed Jr. High School	1 (25%)	1 (8.3%)	1 (9.1%)	3 (11.1%)
Some Senior High School	-	-	1 (9.1%)	1 (3.7%)
Completed Senior High School	-	1 (8.3%)	5 (45.5%)	6 (22.2%)
Some College	1 (25%)	-	-	1 (3.7%)
Completed College (B.A., B.Sc., B.Ed. degree)	1 (25%)	-	1 (9.1%)	2 (7.4%)
Some Graduate Work	-	-	1 (9.1%)	1 (3.7%)
Completed Ph.D., Ed.D.	1 (25%)	-	-	1 (3.7%)
N =	4	12	11	27 (100%)

TABLE A12

HIGHEST LEVEL OF EDUCATION COMPLETED BY MOTHER OF PRINCIPAL

Educational Level	School Type			Total
	Private	Government	Mission	
No Formal Education	-	8 (66.7%)	3 (27.3%)	11 (40.7%)
Some Elementary School	-	1 (8.3%)	1 (9.1%)	2 (7.4%)
Completed Elementary School	1 (25%)	1 (8.3%)	2 (18.2%)	4 (14.8%)
Some Jr. High School	-	-	-	-
Completed Jr. High School	1 (25%)	1 (8.3%)	1 (9.1%)	3 (11.1%)
Some Senior High School	1 (25%)	-	2 (18.2%)	3 (11.1%)
Completed Senior High School	-	--	1 (9.1%)	1 (3.7%)
Some College	-	-	-	-
Completed College (B.A., B.Sc., B.Ed. degree)	1 (25%)	-	1 (9.1%)	2 (7.4%)
Did Not Answer	-	1	-	
N =	4	12	11	27 (100%)

TABLE A13

OCCUPATION OF FATHER OF PRINCIPALS

Occupational Category*	School Types			Total
	Private	Government	Mission	
Professional, Technical and Related Workers	-	-	3 (27.3%)	3 (11.1%)
Administrative, Executive and Managerial Workers	1 (25%)	-	3 (27.3%)	4 (14.8%)
Clerical Workers	-	-	1 (9.1%)	1 (3.7%)
Sales Workers including trader	-	4 (33.3%)	2 (18.2%)	6 (22.2%)
Farmer and Lumberman	1 (25%)	7 (58.3%)	3 (27.3%)	11 (40.7%)
Fishermen and Hunters	-	-	-	-
Miners, Quarrymen, and related workers	-	-	-	-
Workers in transport and communication occupation	-	-	-	-
Production-process and related workers	2 (50%)	-	-	2 (7.4%)
Service and Recreation workers	-	-	-	-
N =	4	12	11	27 (100%)

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* Categories used in 1962 Census of Population: Summary Report for Liberia. Monrovia, Liberia: Bureau of Statistics, Office of National Planning, 1962. (See Appendix E, pp. 161-162).

TABLE A14

OCCUPATION OF MOTHER OF PRINCIPALS

Occupational Category*	School Type			Total
	Private	Government	Mission	
Professional, Technical and Related Workers	3 (75%)	1 (8.3%)	2 (18.2%)	6 (22.2%)
Administrative, Executive and Managerial Workers	-	-	2 (18.2%)	2 (7.4%)
Clerical Workers	-	-	-	-
Sales Workers	-	1 (8.3%)	2 (18.2%)	3 (11.1%)
Farmer and Lumberman		10 (83.3%)	1 (9.1%)	11 (40.7%)
Fishermen and Hunters				
Miners, quarrymen and related workers				
Workers in transport and communication occupation				
Production-process and related workers				
Service and Recreation workers				
Did not work/ Housewife	1 (25%)		4 (36.4%)	5 (18.5%)
N =	4	12	11	27 (100%)

* Categories used in 1962 Census of Population:Summary Report for Liberia. Monrovia, Liberia: Bureau of Statistics, Office of National Planning, 1962. (See Appendix E, pp.161-162).

TABLE A15

HIGHEST LEVEL OF EDUCATION COMPLETED BY PRINCIPAL

Educational Level	School Type			Total
	Private	Government	Mission	
Some College	1 (25%)	-	-	1 (3.7%)
Completed College	-	7 (58.3%)	3 (27.3%)	10 (37%)
Some work beyond College	2 (50%)	2 (16.7%)	1 (9.1%)	5 (18.5%)
Earned Masters Degree	-	3 (25%)	5 (45.5%)	8 (29.6%)
Some work beyond Masters Degree	1 (25%)	-	1 (9.1%)	2 (7.4%)
Earned Doctorate	-	-	1 (9.1%)	1 (3.7%)
N =	4	12	11	27 (100%)

TABLE A16

COUNTRY WHERE ELEMENTARY EDUCATION OF PRINCIPALS RECEIVED

Country	School Type			Total
	Private	Government	Mission	
Africa:				
Liberia	2 (50%)	12 (100%)	2 (18.2%)	15 (55.6%)
Ghana	1 (25%)	-	1 (9.1%)	3 (11.1%)
Nigeria	-	-	1 (9.1%)	1 (3.7%)
Togo	-	-	1 (9.1%)	1 (3.7%)
Non-Africa:				
Holland	-	-	1 (9.1%)	1 (3.7%)
Ireland	-	-	2 (18.2%)	2 (7.4%)
Philippine Islands	-	-	1 (9.1%)	1 (3.7%)
United States	-	-	2 (18.2%)	2 (7.4%)
Did not answer	1 (25%)	-	-	1 (3.7%)
N =	4	12	11	27 (100%)

TABLE A17

COUNTRY WHERE SECONDARY EDUCATION OF PRINCIPALS RECEIVED

Country	School Type			Total
	Private	Government	Mission	
Africa:				
Liberia	2 (50%)	12 (100%)	2 (18.2%)	16 (59.3%)
Ghana	1 (25%)	-	2 (18.2%)	3 (11.1%)
Nigeria	-	-	1 (9.1%)	1 (3.7%)
Non-Africa:				
Holland	-	-	1 (9.1%)	1 (3.7%)
Ireland	-	-	2 (18.2%)	2 (7.4%)
Philippine Islands	-	-	1 (9.1%)	1 (3.7%)
United States	-	-	2 (18.2%)	2 (7.4%)
Did not answer	1 (25%)	-	-	1 (3.7%)
N =	4	12	11	27 (100%)

TABLE A18

COUNTRY WHERE UNDERGRADUATE COLLEGE EDUCATION OF PRINCIPALS RECEIVED

Country	School Type			Total
	Private	Government	Mission	
Africa:				
Liberia	2 (50%)	12 (100%)	2 (18.2%)	16 (59.3%)
Ghana	-	-	1 (9.1%)	1 (3.7%)
Nigeria	-	-	1 (9.1%)	1 (3.7%)
Non-Africa:				
Canada	-	-	1 (9.1%)	1 (3.7%)
England	1 (25%)	-	1 (9.1%)	2 (7.4%)
Ireland			2 (18.2%)	2 (7.4%)
Philippine Islands	-	-	1 (9.1%)	1 (3.7%)
United States	1 (25%)	-	2 (18.2%)	3 (11.1%)
N =	4	12	11	27 (100%)

TABLE A19

COUNTRY WHERE POST COLLEGE EDUCATION OF PRINCIPALS RECEIVED

Country	School Type			Total
	Private	Government	Mission	
Africa:				
Liberia	-	2 (16.7%)	-	2 (7.4%)
Non-Africa:				
England	-	--	3 (27.3%)	3 (11.1%)
Israel	1 (25%)	-	-	1 (3.7%)
United States	1 (25%)	3 (25%)	5 (45.5%)	9 (33.3%)
Have not received Graduate Education	1 (25%)	6 (50%)	3 (27.3%)	10 (37%)
Did not answer	1 (25%)	1 (8.3%)	-	2 (7.4%)
N =	4	12	11	27 (100%)

TABLE A20

AMOUNT OF SPECIAL TRAINING IN EDUCATIONAL ADMINISTRATION RECEIVED BY PRINCIPALS

Amount of Time	School Type			Total
	Private	Government	Mission	
Less than 1 year	-	2 (16.7%)	1 (9.1%)	3 (11.1%)
1 year	-	3 (25%)	1 (9.1%)	4 (14.8%)
More than 1 year	2 (50%)	4 (33.3%)	5 (45.5%)	11 (40.7%)
Have not received Special Training	2 (50%)	3 (25%)	4 (36.4%)	9 (33.3%)
N =	4	12	11	27 (100%)

TABLE A21

COUNTRY WHERE SPECIAL TRAINING IN EDUCATIONAL ADMINISTRATION WAS RECEIVED BY PRINCIPALS

Country	School Type			Total
	Private	Government	Mission	
Africa:				
Liberia	-	7 (58.3%)	1 (9.1%)	8 (29.6%)
Ghana	1 (25%)	-	1 (9.1%)	2 (7.4%)
Nigeria	-	-	1 (9.1%)	1 (3.7%)
Non-Africa:				
Israel	1 (25%)	-	-	1 (3.7%)
United States	-	2 (16.7%)	4 (36.4%)	6 (22.2%)
Have not received Special Training	2 (50%)	3 (25%)	4 (36.4%)	9 (33.3%)
N =	4	12	11	27 (100%)

TABLE A22

LENGTH OF TIME SERVED AS PRINCIPAL OF PRESENT SCHOOL

Years	School Type			Total
	Private	Government	Mission	
1 year and less	3 (75%)	5 (41.7%)	2 (18.2%)	10 (37%)
2 - 4	-	5 (41.7%)	6 (54.5%)	11 (40.7%)
5 - 7	-	1 (8.3%)	1 (9.1%)	2 (7.4%)
8 - 10	-	1 (8.3%)	2 (18.2%)	3 (11.1%)
More than 10 years	1 (25%)	-	-	1 (3.7%)
N =	4	12	11	27 (100%)

TABLE A23

PREVIOUS EXPERIENCE AS PRINCIPAL IN ANOTHER SCHOOL

Have you had a previous principalship in another school before present assignment?	School Type			Total
	Private	Government	Mission	
Yes	1 (25%)	9 (75%)	7 (63.6%)	17 (63%)
No	3 (75%)	3 (25%)	4 (36.4%)	10 (37%)
N =	4	12	11	27 (100%)

TABLE A24

LENGTH OF TIME SERVED AS PRINCIPAL OF ANOTHER SCHOOL

Length of Time	School Type			Total
	Private	Government	Mission	
Was not principal of another school	3 (75%)	3 (25%)	4 (36.4%)	10 (37%)
Less than 3 years	-	5 (41.7%)	2 (18.2%)	7 (25.9%)
3 - 4 years	1 (25%)	2 (16.7%)	3 (27.3%)	6 (22.2%)
5 - 6 years	-	-	1 (9.1%)	1 (3.7%)
More than 6 years	-	2 (16.7%)	1 (9.1%)	3 (11.1%)
N =	4	12	11	27 (100%)

TABLE A25

EXPERIENCE AS VICE PRINCIPAL BEFORE BECOMING A PRINCIPAL

Years as Vice Principal	School Type			Total
	Private	Government	Mission	
None	1 (25%)	7 (58.3%)	4 (36.4%)	12 (44.4%)
1 - 2	1 (25%)	3 (25%)	2 (18.2%)	6 (22.2%)
3 - 4	2 (50%)	1 (8.3%)	1 (9.1%)	4 (14.8%)
5 - 6	-	1 (8.3%)	3 (27.3%)	4 (14.8%)
7 - 8	-	-	1 (9.1%)	1 (3.7%)
More than 8 years	-	-	-	-
N =	4	12	11	27 (100%)

TABLE A26

LENGTH OF TIME SERVED AS VICE PRINCIPAL IN ELEMENTARY SCHOOLS

Years as Elementary Vice Principal	School Type			Total
	Private	Government	Mission	
0	3 (75%)	12 (100%)	10 (90.9%)	25 (92.6%)
1 - 2	1 (25%)	-	1 (9.1%)	2 (7.4%)
N =	4	12	11	27 (100%)

TABLE A27

LENGTH OF TIME SERVED AS VICE PRINCIPAL IN JUNIOR HIGH SCHOOLS

Years as Junior High Vice Principal	School Type			Total
	Private	Government	Mission	
0	2 (50%)	8 (66.7%)	8 (72.7%)	18 (66.7%)
1 - 2	1 (25%)	3 (25%)	1 (9.1%)	5 (18.5%)
3 - 4	1 (25%)	1 (8.3%)	1 (9.1%)	3 (11.1%)
5 - 6	-	-	1 (9.1%)	1 (3.7%)
N =	4	12	11	27 (100%)

TABLE A28

LENGTH OF TIME SERVED AS VICE PRINCIPAL IN SENIOR HIGH SCHOOLS

Years as Senior High Vice Principal	School Type			Total
	Private	Government	Mission	
0	1 (25%)	11 (91.7%)	7 (63.6%)	19 (70.4%)
1 - 2	1 (25%)	-	1 (9.1%)	2 (7.4%)
3 - 4	2 (50%)	-	1 (9.1%)	3 (11.1%)
5 - 6	-	1 (8.3%)	1 (9.1%)	2 (7.4%)
7 - 8	-	-	1 (9.1%)	1 (3.7%)
N =	4	12	11	27 (100%)

TABLE A29

CLASSROOM TEACHING EXPERIENCE OF PRINCIPALS

Years as Classroom Teacher	School Type			Total
	Private	Government	Mission	
1-6	1 (25%)	4 (33.3%)	1 (9.1%)	6 (22.2%
7-12	1 (25%)	5 (41.7%)	5 (45.4%)	11 (40.7%
13-18	2 (50%)	3 (25%)	2 (18.2%)	7 (25.9%
19-24	-	-	1 (9.1%)	1 (3.7%)
25-30	-	-	1 (9.1%)	1 (3.7%)
More than 30	-	-	1 (9.1%)	1 (3.7%)
N =	4	12	11	27 (100%)

TABLE A30

Classroom Teaching Experience By Grade Level and Years Taught

	Private Schools			Government Schools			Mission Schools		
Years Taught	1-6	7-12	1-12	1-6	7-12	1-12	1-6	7-12	1-12
1 - 6	1			3		1	1		
7 - 12		1			5			5	
13 - 18		2			3			1	1
19 - 24							1		
25 - 30								1	
More than 30									1
TOTALS	1	3		3	8	1	2	7	2

APPENDIX B

Principal Role Functions

Table	
B1	Helping teachers/school staff
B2	Supervising teachers/school staff
B3	Evaluating teachers/school staff
B4	Selecting new teachers
B5	Supervising extra-curricular activities
B6	Working with students
B7	Revising school procedures
B8	Teaching
B9	Meeting with parents
B10	Visiting student's homes
B11	Attending meetings
B12	Managing the school office
B13	Working on school schedule
B14	Working on school budget
B15	Raising funds for school
B16	Keeping student school attendance records
B17	Administering student tests
B18	Handling student discipline

TABLE B1

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Helping Teachers/School Staff

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	1 (9.1%)	1 (3.7%)
Little	2 (50%)	7 (58.3%)	6 (54.5%)	15 (55.6%)
Lot	1 (25%)	4 (33.3%)	4 (36.4%)	9 (33.3%)
Did not answer	1 (25%)	1 (8.3%)	-	2 (7.4%)
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	1 (9.1%)	1 (3.7%)
Little	-	5 (41.7%)	1 (9.1%)	6 (22.2%)
Lot	-	5 (41.7%)	6 (54.5%)	11 (40.7%)
Did not answer	4 (100%)	2 (16.7%)	3 (27.3%)	9 (33.3%)
N =	4	12	11	27 (100%)

TABLE B2

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Supervising Teachers/School Staff

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	1 (25%)	-	1 (9.1%)	2 (7.4%)
Little	1 (25%)	6 (50%)	5 (45.5%)	12 (44.4%)
Lot	1 (25%)	4 (33.3%)	5 (45.5%)	10 (37%)
Did not answer	1 (25%)	2 (16.7%)	-	3 (11.1%)
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	1 (9.1%)	1 (3.7%)
Little	1 (25%)	4 (33.3%)	4 (36.4%)	9 (33.3%)
Lot	-	5 (41.7%)	3 (27.3%)	8 (29.6%)
Did not answer	3 (75%)	3 (25%)	3 (27.3%)	9 (33.3%)
N =	4	12	11	27 (100%)

TABLE B3

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Evaluating Teachers/School Staff

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	1 (25%)	-	1 (9.1%)	2 (7.4%)
Little	2 (50%)	4 (33.3%)	4 (36.4%)	10 (37%)
Lot	-	5 (41.7%)	6 (54.5%)	11 (40.7%)
Did not answer	1 (25%)	3 (25%)	-	4 (14.8%)
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	1 (9.1%)	1 (3.7%)
Little	1 (25%)	2 (16.7%)	3 (27.3%)	6 (22.2%)
Lot	-	5 (41.7%)	4 (36.4%)	9 (33.3%)
Did not answer	3 (75%)	5 (41.7%)	3 (27.3%)	11 (40.7%)
N =	4	12	11	27 (100%)

TABLE B4

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Selecting New Teachers

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	4 (33.3%)	-	4 (14.8%)
Little	2 (50%)	2 (16.7%)	6 (54.5%)	10 (37%)
Lot	1 (25%)	3 (25%)	5 (45.5%)	9 (33.3%)
Did not answer	1 (25%)	3 (25%)	-	4 (14.8%)
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	2 (18.2%)	2 (7.4%)
Little	1 (25%)	4 (33.3%)	3 (27.3%)	8 (29.6%)
Lot	-	3 (25%)	3 (27.3%)	6 (22.2%)
Did not answer	3 (75%)	5 (41.7%)	3 (27.3%)	11 (40.7%)
N =	4	12	11	27 (100%)

TABLE B5

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Supervising Extra-Curricular Activities

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	4 (100%)	11 (91.7%)	10 (90.9%)	25 (92.6%)
Little	-	1 (8.3%)	1 (9.1%)	2 (7.4%)
Lot	-	-	-	-
Did not answer	-	-	-	-
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	4 (100%)	11 (91.7%)	10 (90.9%)	25 (92.6%)
Little	-	-	-	-
Lot	-	-	1 (9.1%)	1 (3.7%)
Did not answer	-	1 (8.3%)	-	1 (3.7%)
N =	4	12	11	27 (100%)

TABLE B6

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Working with Students

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	-	-
Little	2 (50%)	4 (33.3%)	5 (45.5%)	11 (40.7%)
Lot	-	5 (41.7%)	6 (54.5%)	11 (40.7%)
Did not answer	2 (50%)	3 (25%)	-	5 (18.5%)
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	1 (9.1%)	1 (3.7%)
Little	1 (25%)	1 (8.3%)	1 (9.1%)	3 (11.1%)
Lot	-	6 (50%)	5 (45.5%)	11 (40.7%)
Did not answer	3 (75%)	5 (41.7%)	4 (36.4%)	12 (44.4%)
N =	4	12	11	27 (100%)

TABLE B7

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Revising School Procedures

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	1 (8.3%)	-	1 (3.7%)
Little	4 (100%)	3 (25%)	7 (63.6%)	14 (51.9%)
Lot	-	5 (41.7%)	3 (27.3%)	8 (29.6%)
Did not answer	-	3 (25%)	1 (9.1%)	4 (14.8%)
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	-	-
Little	1 (25%)	3 (25%)	4 (36.4%)	8 (29.6%)
Lot	-	4 (33.3%)	3 (27.3%)	7 (25.9%)
Did not answer	3 (75%)	5 (41.7%)	4 (36.4%)	12 (44.4%)
N =	4	12	11	27 (100%)

TABLE B8

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Teaching

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	1 (8.3%)	1 (9.1%)	2 (7.4%)
Little	3 (75%)	4 (33.3%)	2 (18.2%)	9 (33.3%)
Lot	-	3 (25%)	8 (72.7%)	11 (40.7%)
Did not answer	1 (25%)	4 (33.3%)	-	5 (18.5%)
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	1 (8.3%)	-	1 (3.7%)
Little	-	6 (50%)	2 (18.2%)	8 (29.6%)
Lot	1 (25%)	1 (8.3%)	5 (45.5%)	7 (25.9%)
Did not answer	3 (75%)	4 (33.3%)	4 (36.4%)	11 (40.7%)
N =	4	12	11	27 (100%)

TABLE B9

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Meeting with Parents

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	1 (25%)	-	1 (9.1%)	2 (7.4%)
Little	3 (75%)	8 (66.7%)	4 (36.4%)	15 (55.6%)
Lot	-	4 (33.3%)	6 (54.5%)	10 (37%)
Did not answer	-	-	-	-
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	-	-
Little	1 (25%)	2 (16.7%)	1 (9.1%)	4 (14.8%)
Lot	-	6 (50%)	7 (63.6%)	13 (48.1%)
Did not answer	3 (75%)	4 (33.3%)	3 (27.3%)	10 (37%)
N =	4	12	11	27 (100%)

TABLE B10

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Visiting Students' Homes

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	1 (25%)	2 (16.7%)	2 (18.2%)	5 (18.5%)
Little	2 (50%)	4 (33.3%)	7 (63.6%)	13 (48.1%)
Lot	-	1 (8.3%)	2 (18.2%)	3 (11.1%)
Did not answer	1 (25%)	5 (41.7%)	-	6 (22.2%)
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	-	-
Little	1 (25%)	4 (33.3%)	3 (27.3%)	8 (29.6%)
Lot	-	3 (25%)	5 (45.5%)	8 (29.6%)
Did not answer	3 (75%)	5 (41.7%)	3 (27.3%)	11 (40.7%)
N =	4	12	11	27 (100%)

TABLE B11

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Attending Meetings

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	-	-
Little	3 (75%)	6 (50%)	7 (63.6%)	16 (59.3%)
Lot	1 (25%)	4 (33.3%)	4 (36.4%)	9 (33.3%)
Did not answer	-	2 (16.7%)	-	2 (7.4%)
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	-	-
Little	1 (25%)	5 (41.7%)	5 (45.5%)	11 (40.7%)
Lot	-	2 (16.7%)	3 (27.3%)	5 (18.5%)
Did not answer	3 (75%)	5 (41.7%)	3 (27.3%)	11 (40.7%)
N =	4	12	11	27 (100%)

TABLE B12

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Managing the School Office

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	-	-
Little	1 (25%)	5 (41.7%)	4 (36.4%)	10 (37%)
Lot	3 (75%)	7 (58.3%)	7 (63.6%)	17 (63%)
Did not answer	-	-	-	-
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	1 (9.1%)	1 (3.7%)
Little	-	2 (16.7%)	2 (18.2%)	4 (14.8%)
Lot	1 (25%)	7 (58.3%)	3 (27.3%)	11 (40.7%)
Did not answer	3 (75%)	3 (25%)	5 (45.5%)	11 (40.7%)
N =	4	12	11	27 (100%)

TABLE B13

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Working on School Schedule

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	-	-
Little	1 (25%)	9 (75%)	2 (18.2%)	12 (44.4%)
Lot	3 (75%)	3 (25%)	8 (72.7%)	14 (51.9%)
Did not answer	-	-	1 (9.1%)	1 (3.7%)
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	-	-
Little	-	5 (41.7%)	5 (45.5%)	10 (37%)
Lot	1 (25%)	2 (16.7%)	2 (18.2%)	5 (18.5%)
Did not answer	3 (75%)	5 (41.7%)	4 (36.4%)	12 (44.4%)
N =	4	12	11	27 (100%)

TABLE B14

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Working on School Budget

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	5 (41.7%)	2 (18.2%)	7 (25.9%)
Little	2 (50%)	3 (25%)	4 (36.4%)	9 (33.3%)
Lot	1 (25%)	1 (8.3%)	4 (36.4%)	6 (22.2%)
Did not answer	1 (25%)	3 (25%)	1 (9.1%)	5 (18.5%)
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	2 (18.2%)	2 (7.4%)
Little	-	5 (41.7%)	4 (36.4%)	9 (33.3%)
Lot	1 (25%)	1 (8.3%)	1 (9.1%)	3 (11.1%)
Did not answer	3 (75%)	6 (50%)	4 (36.4%)	13 (48.1%)
N =	4	12	11	27 (100%)

TABLE B 15

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Raising Funds for School

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	2 (16.7%)	4 (36.4%)	6 (22.2%)
Little	3 (75%)	6 (50%)	4 (36.4%)	13 (48.1%)
Lot	-	1 (8.3%)	2 (18.2%)	3 (11.1%)
Did not answer	1 (25%)	3 (25%)	1 (9.1%)	5 (18.5%)
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	4 (36.4%)	4 (14.8%)
Little	1 (25%)	6 (50%)	-	7 (25.9%)
Lot	-	1 (8.3%)	2 (18.2%)	3 (11.1%)
Did not answer	3 (75%)	5 (41.7%)	5 (45.5%)	13 (48.1%)
N =	4	12	11	27 (100%)

TABLE B16

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Keeping Student School Attendance Records

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	2 (18.2%)	2 (7.4%)
Little	1 (25%)	5 (41.7%)	2 (18.2%)	8 (29.6%)
Lot	2 (50%)	5 (41.7%)	7 (63.6%)	14 (51.9%)
Did not answer	1 (25%)	2 (16.7%)	-	3 (11.1%)
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	2 (18.2%)	2 (7.4%)
Little	-	2 (16.7%)	1 (9.1%)	3 (11.1%)
Lot	1 (25%)	6 (50%)	4 (36.4%)	11 (40.7%)
Did not answer	3 (75%)	4 (33.3%)	4 (36.4%)	11 (40.7%)
N =	4	12	11	27 (100%)

TABLE B17

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Administering Student Tests

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	1 (25%)	4 (33.3%)	2 (18.2%)	7 (25.9%)
Little	1 (25%)	4 (33.3%)	4 (36.4%)	9 (33.3%)
Lot	-	2 (16.7%)	5 (45.5%)	7 (25.9%)
Did not answer	2 (50%)	2 (16.7%)	-	4 (14.8%)
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	-	-
Little	1 (25%)	5 (41.7%)	6 (54.5%)	12 (44.4%)
Lot	-	3 (25%)	2 (18.2%)	5 (18.5%)
Did not answer	3 (75%)	4 (33.3%)	3 (27.3%)	10 (37%)
N =	4	12	11	27 (100%)

TABLE B18

ESTIMATED TIME SPENT AND AMOUNT OF TIME WOULD LIKE TO SPEND ON SELECTED ROLE FUNCTION

Function: Handling Student Discipline

Time Actually Spent

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	2 (18.2%)	2 (7.4%)
Little	2 (50%)	1 (8.3%)	3 (27.3%)	6 (22.2%)
Lot	2 (50%)	11 (91.7%)	6 (54.5%)	19 (70.4%)
Did not answer	-	-	-	-
N =	4	12	11	27 (100%)

Time Would Like to Spend

Amount of Time	School Type			Total
	Private	Government	Mission	
None	-	-	1 (9.1%)	1 (3.7%)
Little	-	2 (16.7%)	5 (45.5%)	7 (25.9%)
Lot	1 (25%)	7 (58.3%)	2 (18.2%)	10 (37%)
Did not answer	3 (75%)	3 (25%)	3 (27.3%)	9 (33.3%)
N =	4	12	11	27 (100%)

APPENDIX C

Principal Career Aspirations

Table	
C1	Principals' desire to become principal of another school in a different location
C2	Principals' desire to become principal of a larger school
C3	Principals' desire to become an administrator within the Ministry of Education
C4	Principals' desire to have a more important role in developing national educational policy

TABLE C1

PRINCIPALS' DESIRE TO BECOME PRINCIPAL OF ANOTHER SCHOOL IN A DIFFERENT LOCATION

Response	School Type			Total
	Private	Government	Mission	
Not interested	2 (50%)	8 (66.7%)	7 (63.6%)	17 (63%)
Very much like to	-	1 (8.3%)	2 (18.2%)	3 (11.1%)
Did not answer	2 (50%)	3 (25%)	2 (18.2%)	7 (25.9%)
N =	2	12	11	27 (100%)

TABLE C2

PRINCIPALS' DESIRE TO BECOME PRINCIPAL OF A LARGER SCHOOL

Response	School Type			Total
	Private	Government	Mission	
Not interested	2 (50%)	2 (16.7%)	7 (63.6%)	11 (40.7%)
Very much like to	1 (25%)	7 (58.3%)	2 (18.2%)	10 (37%)
Did not answer	1 (25%)	3 (25%)	2 (18.2%)	6 (22.2%)
N =	4	12	11	27 (100%)

TABLE C3

PRINCIPALS' DESIRE TO BECOME AN ADMINISTRATOR WITHIN THE MINISTRY OF EDUCATION

Response	School Type			Total
	Private	Government	Mission	
Not interested	2 (50%)	3 (25%)	7 (63.6%)	12 (44.4%)
Very much like to	1 (25%)	6 (50%)	2 (18.2%)	9 (33.3%)
Did not answer	1 (25%)	3 (25%)	2 (18.2%)	6 (22.2%)
N =	4	12	11	27 (100%)

TABLE C4

PRINCIPALS' DESIRE TO HAVE A MORE IMPORTANT ROLE IN DEVELOPING NATIONAL EDUCATIONAL POLICY

Response	School Type			Total
	Private	Government	Mission	
Not interested	-	2 (16.7%)	-	2 (7.4%)
Very much like to	2 (50%)	9 (75%)	10 (90.9%)	21 (77.8%)
Did not answer	2 (50%)	1 (8.3%)	1 (9.1%)	4 (14.8%)
N =	4	12	11	27 (100%)

APPENDIX D

Principal Perceptions of Conditions Needed to Improve Effectiveness

Table	
D1	Principals' perceptions of conditions and activities needed to improve effectiveness
D2	Principals' perception of the one most important condition needed to improve effectiveness

TABLE D1

PRINCIPALS' PERCEPTIONS OF CONDITIONS AND ACTIVITIES NEEDED TO IMPROVE EFFECTIVENESS

(N = 26)

Conditions Needed	School Type			Total
	Private (N=4)	Government (N=12)	Mission (N=10)	
More supplies and equipment	3 (27.3%)	9 (10.7%)	7 (16.3%)	19 (13.8%)
Faster delivery of supplies and equipment from the Ministry of Education	-	5 (6%)	2 (4.2%)	7 (5.1%)
Better school facilities	4 (36.4%)	11 (13.1%)	5 (11.6%)	20 (14.5%)
More teachers	-	9 (10.7%)	2 (4.7%)	11 (8%)
Better trained teachers	1 (9.1%)	9 (10.7%)	8 (18.6%)	18 (13.4%)
*More Liberian teachers	-	1 (1.2%)	-	1 (0.7%)
Authority to discipline teachers who are not doing a good job	1 (9.1%)	6 (7.1%)	2 (4.7%)	9 (6.5%)
*More money to hire best teachers available	-	-	1 (2.3%)	1 (0.7%)
*Opportunity to select teachers	-	1 (1.2%)	-	1 (0.7%)

CONTINUED

TABLE D1 (continued)

PRINCIPALS' PERCEPTIONS OF CONDITIONS AND ACTIVITIES NEEDED TO IMPROVE EFFECTIVENESS

(N = 26)

Conditions Needed	School Type			Total
	Private (N=4)	Government (N=12)	Mission (N=10)	
Training in formal education	-	4 (4.8%)	-	4 (2.9%)
More training in education	-	5 (6%)	2 (4.7%)	7 (5.1%)
Training in school administration	-	3 (3.6%)	-	3 (2.2%)
More training in school administration	-	10 (12%)	2 (4.7%)	12 (8.7%)
Fewer administrative duties	-	1 (1.2%)	1 (2.3%)	2 (1.4%)
Supportive staff for school administrative duties	-	1 (1.2%)	2 (4.7%)	3 (2.2%)
*More authority as well as responsibility	-	-	1 (2.3%)	1 (0.7%)
*Budget for school operation	-	1 (1.2%)	-	1 (0.7%)
*Interested school governing committee	-	-	1 (2.3%)	1 (0.7%)
More time to spend with students	1 (9.1%)	4 (4.8%)	4 (9.3%)	9 (6.5%)
Number times conditions indicated	11	84	43	138 (100%)

* = Responses written in by Principals

TABLE D2

PRINCIPALS' PERCEPTION OF THE ONE MOST IMPORTANT CONDITION OR ACTIVITY NEEDED TO IMPROVE EFFECTIVENESS

Condition Needed	School Type			Total
	Private	Government	Mission	
More supplies and equipment	2 (50%)	-	2 (18.2%)	4 (14.8%)
Better school facilities	1 (25%)	5 (41.7%)	1 (9.1%)	7 (25.9%)
More teachers	-	-	1 (9.1%)	1 (3.7%)
Better trained teachers	1 (25%)	1 (8.3%)	4 (36.4%)	6 (22.2%)
*More money to hire best teachers available	-	-	1 (9.1%)	1 (3.7%)
More training in education	-	1 (8.3%)	-	1 (3.7%)
Training in school administration	-	1 (8.3%)	1 (9.1%)	2 (7.4%)
More training in school admin.	-	4 (33.3%)	-	4 (14.8%)
Did not answer	-	-	1 (9.1%)	1 (3.7%)
N =	4	12	11	27 (100%)

APPENDIX E

Liberian Occupation Categories

Source: 1962 Census of Population: Summary Report for Liberia PC-B, Monrovia, Liberia: Bureau of Statistics, Office of National Planning, 1962.

Table 19.—Detailed occupation of the working population, 10 years of age and over, by sex: [illegible]—Continued

Occupation	Total	Male	Female
Workers in transport and communication occupations—Continued			
Driver, railway engine and locomotives	31	31	-
Driver and firemen, railway	317	314	3
Train operator, n.e.c	37	33	4
Motor car driver (chauffer)	966	960	6
Taxi driver	444	433	11
Tram driver	4	4	-
Dumper driver	9	9	-
Truck driver	500	496	4
Driver's mate	261	259	2
Drivers of motorized vehicles, other, n.e.c	2,180	2,162	18
Brakeman, locomotive	10	10	-
Conductor	6	6	-
Car inspector	29	29	-
Aircraft traffic controller	3	3	-
Railway signalmen, flagmen, trackmen, etc.	40	40	-
Telephone switchboard operator	51	33	18
Telegraph operator	10	7	3
Telephone and telegraph operators, n.e.c	2	-	2
Radio operators	170	139	31
Postman, mail carrier	25	16	9
Messenger	778	769	9
Conductor, bus	20	20	-
Lighthouse operator	3	3	-
Other transport and communication workers, n.e.c	29	29	-
Production-process and related workers	21,786	21,041	745
Piassava preparer	23	22	1
Other fibre preparer, n.e.c	13	11	2
Spinners and winders	43	4	39
Weaver, country cloth	39	27	12
Weaver, other n.e.c	107	41	66
Knitters, etc	3	3	-
Net maker, hand	6	3	3
Tailor (ready-to-wear garments)	2,994	2,844	150
Dressmaker	278	13	265
Killer	4	4	-
Upholsterers, etc	7	7	-
Apparel and related product makers, n.e.c.	2	-	2
Shoe repairers and other leather product makers, n.e.c	155	153	2
Furnaceman, metal	9	7	2
Rolling mail operator, metal	13	13	-
Blacksmith	880	875	5
Metal treating workers, n.e.c	20	20	-
Watch and clock repairman	15	14	1
Optician	3	3	-
Fitter-assembler (precision instrument)	5	4	1
Dental mechanic	10	9	1
Other precision instrument makers and repairers, n.e.c	7	5	2
Jewellery repairman	3	3	-
Goldsmith and silversmith	123	120	3
Jewellers and related workers, n.e.c	2	2	-
Steel erector	13	13	-
Fitter-machinist, tool makers and setters	4	4	-
Machine tool operators	345	342	3
Fitters, assemblers and erectors, machinery	4	4	-
Mechanic-repairmen (auto and heavy equipment)	2,922	2,905	17
Other mechanic-repairman, n.e.c	9	9	-
Plumbers and pipe fitters	416	413	3
Welders and flame cutters	236	198	38
Metal workers, n.e.c	413	408	5
Electrician, repairmen, electrical workers.	853	843	10
Electrical fitters	17	17	-
Mechanic - repairmen, radio	26	26	-
Telephone installers and repairmen	2	2	-
Linemen and cable joiners	18	18	-
Electrical and electronic workers, n.e.c	28	27	1
Carpenter, general	4,754	4,720	34
Carpenter apprentice	82	81	1
Cabinet maker	164	159	5
Sawyers and woodworking machine operators.	2,292	2,270	22
Wood workers, n.e.c	18	17	1
Painter, construction and maintenance	497	492	5
Painters, except construction	110	110	-

Occupation	Total	Male	Female
Production-process and related workers—Continued			
Bricklayers, stone mason and tile setters	2,895	2,863	32
Mason apprentice	165	164	1
Plasterers	3	3	-
Cement finishers	10	10	-
Construction workers, n.e.c	726	716	10
Other craftsmen and laborers	12,366	11,941	425
Compositors and typesetters	134	131	3
Pressmen	4	4	-
Photo engravers	2	2	-
Book binders	3	3	-
Printing workers, n.e.c	3	2	1
Potters and related clay and abrasive formers	338	251	87
Palm kernel oil maker, grinder (grain)	41	37	4
Palm oil maker	386	328	58
Mill superintendent (palm oil)	4	4	-
Mill attendant	106	102	4
Bakers and pastry cooks	139	114	25
Brewers and related workers	22	21	1
Butchers and meat cutters	82	82	-
Dairy workers	3	3	-
Food processors, n.e.c	2	2	-
Rubber millman and related chemical processors	35	34	1
Basket weaver	82	44	38
Cane table and chair maker	49	49	-
Other basetry and related workers, n.e.c.	23	20	3
Tire builders and related workers	18	18	-
Photographic darkroom worker	2	2	-
Stone cutters and carvers	18	18	-
Miscellaneous craftsmen, n.e.c	15	15	-
Soft drink bottler, filler	31	31	-
Beer bottler, filler	32	31	1
Packer, hand and machine	2	2	-
Labeller, hand and machine	3	2	1
Filler operator	3	2	1
Operators of stationary engines and related equipment	37	37	-
Crane and hoist operators	60	60	-
Riggers and cable splicers	12	12	-
Operators of earth moving and other construction machinery, n.e.c	839	836	3
Material handling equipment operator	9	8	1
Oiler and greaser (machinery)	96	96	-
Oiler and greaser (motor vehicles)	30	28	2
Longshoremen and related freight handlers	607	603	4
Laborers, n.e.c	9,094	8,907	187
Service and recreation workers	8,034	7,010	1,024
Fire fighters and related workers	52	50	2
Policeman	688	645	43
Guard, police (private)	16	16	-
Detective	12	11	1
Guards and related workers, n.e.c	1,639	1,608	31
Housekeepers, stewards and matrons	517	250	267
Cooks	1,628	1,450	178
Maid and related service workers	1,486	1,244	242
Waiters, bartenders and related workers	91	44	47
Building caretakers	91	59	32
Hotel cleaners	200	176	24
Other cleaners and related workers	132	128	4
Hairdresser - barber, men's	57	45	12
Hairdresser, women's	30	4	26
Beautician	4	-	4
Washerman, laundryman	1,236	1,151	85
Dry cleaner, presser, etc	39	20	19
Athletes, sportsmen and related workers	5	3	2
Photographers	62	58	4
Embalmers and undertakers	17	17	-
Aide-de-camp	14	13	1
Doorkeeper, elevator, operator, etc	18	18	-
Other workers not adequately described	6,908	6,162	746
Other workers not adequately described	6,908	6,162	746

Table 19.—Detailed occupation of the working population, 10 years of age and over, by sex: 1962

Occupation	Total	Male	Female
All occupation	411,794	263,560	148,234
Professional, technical and related workers	7,615	5,590	2,025
Architect	22	19	3
Civil engineers	167	167	-
Electrical engineers	75	75	-
Mechanical engineers	29	28	1
Mining engineers	17	17	-
Engineers, other	245	240	5
Surveyors	269	264	5
Chemist, general (qualified)	16	14	2
Physicist, general (qualified)	2	2	-
Physical scientists, n.e.c	20	19	1
Veterinarians	4	4	-
Biologists and animal scientist, n.e.c	8	7	1
Agronomists and related scientists	39	37	2
Physician (general practise)	420	336	84
Surgeon (general)	8	8	-
Surgical specialist	2	2	-
Native doctor (herbalist)	165	128	37
Dental practitioner	3	2	1
Dental surgeon	2	2	-
Dentist, other	12	9	3
Nurse, professional (general)	426	194	232
Nurse (public health)	36	20	16
Other professional nurses	53	23	30
Midwife (practical)	148	4	144
Practical nurse (certificate)	368	224	144
Dresser - clinic	156	138	18
Student nurse	85	44	41
Pharmacist	10	8	2
Dispensary assistant	1	1	-
Optometrist (qualified)	1	1	-
Physiotherapist	6	5	1
X-ray operator	1	1	-
Health inspector	25	23	2
Sanitary inspector	111	110	1
Laboratory technician	88	81	7
Dietitian	29	12	17
University teachers	54	34	20
Teacher (primary school)	1,088	707	381
Teacher (nursery school)	8	5	3
Teacher (secondary school)	168	116	52
Other teachers	1,340	822	518
Clergyman	453	402	51
Missionary	172	85	87
Pastor	283	262	21
Monk	3	3	-
Lawyer, general (qualified)	121	115	6
Judge	28	28	-
Attorney, attorney-general and counsellor	17	16	1
Magistrate	72	70	2
Recorder, legal	22	9	13
Legal advisor	3	3	-
Artists, painters and related workers	29	27	2
Authors, journalists and related workers	13	10	3
Actors, musicians, dancers and related workers	95	75	20
Draughtsmen (qualified)	27	19	8
Building inspector (engineering technician	8	8	-
Building construction inspector(technician)	9	8	1
Laboratory assistant	12	9	3
X-ray technician	10	8	2
Draughtsmen (unqualified)	18	18	-
Veterinary officer	9	9	-
Accountant (qualified)	389	371	18
Auditor	7	7	-
Librarian	14	6	8
Economist (qualified)	13	10	3
Statistician	10	10	-
Rural and social worker	3	3	-
Translator, interpreter	48	46	2
Administrative, executive and managerial workers	2,116	1,923	193
Elected official, government	290	276	14
Administrator, government	645	630	15
Executive officer, government	417	322	95
District commissioner	49	49	-
Customs officer	29	29	-
Dir's m'gers, and working prop's in mining, quarrying, manufacturing, construction and utilities	254	241	13
Directors and managers (wholesale and retail trade)	111	104	7
Directors, managers and working prop's in banks and other financial institutions	48	44	4
Directors, managers and working prop's in transport, storage and communication	82	82	-
Directors, managers and working proprietors in service industry	169	125	44
Directors, managers and working prop's,n.e.c	22	21	1
Clerical workers	4,537	3,956	581
Bookkeepers, tellers and cashiers	289	263	26
Stenographer secretary, general	70	26	44
Office typist	381	301	80
Stenographers and typist, n.e.c	30	23	7
Calculating, card punching, and tabulating machine operator	7	7	-
Adding machine operator	4	4	-
Clerical workers, n.e.c	3,756	3,332	424
Sales workers	11,080	7,186	3,894
Importer/exporter	75	66	9
Diamond dealer	312	299	13
Proprietor, retail store or shop	186	32	32
Trader, market seller, street vendor	9,505	5,773	3,732
Other retail workers, n.e.c	3	3	-
Salesmen and shop assistants	927	822	105
Gas-service-station attendant	63	63	-
Insurance and real estate salesmen	4	4	-
Airport refuelling crew	5	2	3
Farmer and lumbermen	319,025	180,883	138,142
Farmer, general	10,501	7,582	2,919
Farmer, rice	129,979	106,514	23,465
Farmer, rice and rubber	70	61	9
Farmer, rice and coffee	569	557	12
Farmer, rice,rubber and coffee	6	6	-
Farmer, rubber	3,267	3,071	196
Farmer, rubber and coffee	45	43	2
Farmer, coffee	3,865	3,636	229
Livestock farmer	33	29	4
Farm foremen and farm workers, n.e.c	147,243	36,499	110,744
Operator, farm equipment	19	15	4
Nursery workers, gardener	337	193	144
Overseer, agriculture-farm	29	29	-
Poultrymen	144	132	12
Farm manager	2,297	2,152	145
Logger, general	236	220	16
Tree tappers (rubber)	19,894	19,704	190
Spare tapper (rubber)	47	46	1
Slasher (rubber and coffee)	301	289	12
Forester	49	49	-
Forest guard	49	49	-
Loggers and other forestry workers, n.e.c	41	40	1
Forest ranger	4	4	-
Fishermen and hunters	5,233	5,078	155
Hunters and related workers	6,990	6,773	217
Canoe and motorboat fishermen (sea)	3,817	3,710	107
Fishermen (inland and coastal workers)	46	41	5
Diver and fishermen, other n.e.c	24	4	20
Miners, quarrymen, and related workers	6,990	6,773	217
Headmen, driller helper	1,454	1,438	16
Borer, mines	13	13	-
Miner, general	61	60	1
Shaftsmen	2	2	-
Shovel man	19	19	-
Blaster, blast boy etc	40	40	-
Cutting machine operator	1	1	-
Driller, mine	71	71	-
Drilling machine operator	227	226	1
Quarrymen	80	79	1
Stone splitter	74	74	-
Crusher operator	68	67	1
Other mineral treaters, n.e.c	72	72	-
Engine driver, mine	11	11	-
Shuttle car operator, mine	5	5	-
Cagemen, mine	5	5	-
Cable operator, mine	2	2	-
Control-center operator, mine	35	35	-
Camp master, mine	26	25	1
Diamond miner (prospector)	2,673	2,611	62
Miners, quarrymen and related workers n.e.c	2,051	1,917	134
Workers in transport and communication occupation	6,104	5,980	124
Deck officers and pilots (ship)	23	23	-
Engineer, ship	4	4	-
Crews and boatmen	98	96	2
Engine mechanic, oiler, etc. (ship)	8	8	-
Boatsmen, surf boat	2	1	1
Canoe boy	8	8	-
Aircraft pilots, navigators and flight engineers	36	35	1

APPENDIX F

Questionnaire

Program in International Education Finance
School of Education
University of California
Berkeley, California

SURVEY OF SCHOOL PRINCIPALS

The following questions will provide information that will be used to learn more about school principals and to plan programs and practices to improve school operations.

The information requested on this questionnaire will only be reported in group form; therefore, your answers to the questions will not be identified. Completing this questionnaire is voluntary and you need not sign your name. Please answer all questions by placing a check mark [✓] in the correct place or by writing in your response.

Example:

1. Check [✓] the correct answer.

   What is your sex? (Please check [✓] the correct answer.)

   Male [✓]
   Female [ ]

2. Writing in your response.

   What is the name of the school in which you now serve as principal? (Please write in.)

   ____
   (name of school)

Do not fill in
Form B

Number ________

Date ________

1. What is the name of the school in which you now serve as principal? (Please write in.)

____
(name of school)

2. Where is the location of your school? (Please write in for each line.)

Town/city ________________

County ________________

3. What is your age? (Please write in the correct answer.)

____
(your age)

4. What is your sex? (Please check [✓] the correct answer.)

Male	[ ]
Female	[ ]

5. In what country were you born? (Please write in.)

____
(country of birth)

6. If you are an expatriate, what is your nationality? (Please write in. If not an expatriate go to question #8.)

____
(nationality)

7. If you are an expatriate, how many years have you lived in Liberia? (Please write in.)

____
(years lived in Liberia)

8. How would you describe the area in which you grew up? (Please check [✓] the correct answer.)

Farm	[ ]
Town/city	[ ]

9. What Liberian languages or dialects do you speak? (Please write in.)

Liberian languages or dialects spoken

10. How many years have you been principal of this school? (Please write in.)

(number years principal)

11. Were you a principal of any other school before this one? (Please check [✓] correct answer.)

Yes ☐
No ☐

12. If you have been principal of another school, for how long did you serve? (Please write in.)

(years principal of another school)

13. Before becoming a school principal, how many years were you a vice principal? (Please write in. If you have not been a vice principal write in "None.")

(years as vice principal)

14. If you have been a vice principal, how many years did you serve at different school levels? (Please write in the number of years you were a vice principal for each school level indicated. If you were not a vice principal at the school level indicated write in "0".)

School level	Years as Vice principal
Elementary School	
Junior High School	
Senior High School	

15. Before becoming a school principal, how many years were you a classroom teacher? (Please write in. If you have not been a classroom teacher write in "None" and go to question 18.)

(years as classroom teacher)

16. If you have been a classroom teacher what grades did you teach and for how long? (Please write in each grade taught on a separate line.)

Grade taught	Years taught

17. What was or is your subject matter teaching specialty? (Please write in. If you do not have a subject matter teaching specialty write in "None.")

Subject matter teaching specialty

18. Do you currently teach in this school in addition to being the principal? (Please check [✓] the correct answer. If you do not currently teach in this school go to question 21.)

Yes ☐
No ☐

19. If you currently teach in this school in addition to being the principal what subject(s) do you teach? (Please write in.)

Subject(s) taught

20. If you currently teach in this school in addition to being the principal, how many class periods do you teach? (Please write in.)

____
(number class periods taught)

21. What is the highest level of education you have completed? (Please check [✓] the correct answer.)

Elementary school ☐
Secondary school ☐
Some college ☐
College graduate ☐
Some work beyond college ☐
M.A., M.Sc., M.Ed. degree ☐
Other (write in.)
________________________ ☐
________________________ ☐

22. Are you a member of a religious order? (Please check [✓] the correct answer. If no go to question 25.)

Yes ☐
No ☐

23. If you are a member of a religious order what order is it? (Please write in.)

____
(religious order belong to)

24. Is the school in which you now serve as principal also affiliated with the religious order to which you belong? (Please check [✓] the correct answer.)

Yes ☐
No ☐

25. In what country did you attend the following levels of school? (Please write in the country for each school level.)

School level	Country where attended
Elementary	
Secondary	
College/University (undergraduate)	
College/University (graduate)	

26. Have you had special training in school administration? (Please check [✓] the correct answer. If no go to question 29.)

Yes [ ]
No [ ]

27. If you have had special training in school administration where did you receive it? (Please write in.)

____
(Place(s) where received special training in school administration)

28. If you have had special training in school administration how long was the training? (Please check [✓] the correct answer.)

Less than 1 year [ ]
1 year [ ]
More than 1 year [ ]

29. What was the highest educational level completed by your born parents? (Please check [✓] the correct answer for each parent.)

Education level	Mother (ma)	Father (pa)
No education		
Some elementary school		
Completed elementary school		
Some Jr. high school		
Completed Jr. high school		
Some Senior high school		
Completed Senior high school		
Some college		
Completed B.A., B.Sc., B.Ed.		
Some graduate work		
Completed M.A., M.Sc., M.Ed.		
Some work beyond Master's		
Completed Ph.D., Ed.D.		
Completed Medical degree (M.D. or D.D.S.)		

30. What type of work does or did your born father (pa) do? (Please check [✓] the correct answer.)

Farmer ☐
Trader ☐
Fisherman ☐
Manual worker ☐
Tailor ☐
Managerial ☐
Businessman ☐
Civil Servant ☐
Clerical ☐
Teacher ☐
Religious leader ☐
Lawyer ☐
Doctor or Dentist ☐
Engineer ☐
Other (write in)
________________ ☐

31. What type of work does or did your born mother (ma) do? (Please check [✓] the correct answer.)

Beautician ☐
Managerial ☐
Clerical ☐
Teacher ☐
Civil servant ☐
Farming ☐
Trading ☐
Nurse ☐
Did not work ☐
Other (write in)
________________ ☐

32. The list below contains several activities you may engage in as a principal. (Please check [✓] the amount of time you actually spend doing things and the amount of time you would like to spend doing them.

	Time Actually Spent			Time You Would Like to Spend		
	None	Little	Lot	None	Little	Lot
Managing the school office						
Working on the schedule						
Helping teachers						
Working with students						
Handling student discipline						
Attending meetings						
Supervising school staff						

32. (continued)

	Time Actually Spent			Time You Would Like to Spend		
	None	Little	Lot	None	Little	Lot
Evaluating school staff						
Selecting new teachers						
Raising funds						
Working on the school budget						
Meeting with parents						
Visiting student homes						
Teaching						
Administering student tests						
Revising school procedures						
Keeping student school attendance records						
Other (write in)						

33. Listed below are some thoughts you may have had since becoming a principal. Would you please check [✓] whether you are "not interested," or would "very much like to," do the following things.

	Not Interested	Very Much Like To
Become principal of a larger school		
Become an administrator within the Ministry of Education		
Have a more important role in developing national education policy		
Become a principal in a different location		

34. Do many students drop out of your school before completing the 12th grade? (Please check [✓] correct answer.)

Yes ☐
No ☐

35. If many students drop out of your school before completing the 12th grade why do you think they drop out? (Please check [✓] all correct answers.)

School is too hard ☐
They have to work ☐
They do not like school ☐
They do not think school is important ☐
Because of poor health ☐
Because they are not passing in school ☐
Parents do not want them to continue ☐
They do not have the money ☐
Their friends drop out ☐
Other (write in)
________________________ ☐
________________________ ☐

36. From the reasons checked in question 24 for why you think students drop out of school which is the one most important reasons? (Please check [✓] only the one most important reason.)

School is too hard ☐
They have to work ☐
They do not like school ☐
They do not think school is important ☐
Because of poor health ☐
Because they are not passing in school ☐
Parents do not want them to continue ☐
They do not have the money ☐
Their friends drop out ☐
Other (write in)
________________________ ☐
________________________ ☐

37. What would help you to be a more effective principal or to improve in your job? (Please check [✓] all correct answers.)

To have more supplies and equipment ☐
To have faster delivery of supplies and equipment from the Ministry ☐
To have better school facilities ☐
To have more teachers ☐
To have training in education ☐
To have more training in education ☐
To have training in school administration ☐
To have more training in school administration ☐

(continued on next page)

To have better trained teachers ☐

To have fewer administrative duties ☐

To have authority to discipline teachers who are not doing a good job ☐

To have more time to spend with students ☐

To have supportive staff for school administration ☐

To have more supportive staff for school administration ☐

Other (write in)

____________________ ☐

____________________ ☐

None of these ☐

38. From the reasons you checked for improving your job in question 23, which one is the most important reason? (Please check [√] only one reason.)

To have more supplies and equipment ☐

To have faster delivery of supplies and equipment from the Ministry ☐

To have better school facilities ☐

To have more teachers ☐

To have training in education ☐

To have more training in education ☐

To have training in school administration ☐

To have more training in school administration ☐

To have better trained teachers ☐

To have fewer administrative duties ☐

To have authority to discipline teachers who are not doing a good job ☐

To have more time to spend with students ☐

To have supportive staff for school administration ☐

To have more supportive staff for school administration ☐

Other (write in)

____________________ ☐

____________________ ☐

None of these ☐

39. How do you evaluate teachers? Please check [√] all correct answers.

Teachers are not evaluated ☐

By talking with teacher being evaluated ☐

By observing teacher in classroom ☐

By talking to other teachers about teacher being evaluated ☐

By talking with students ☐

Other (write in)

____________________ ☐

____________________ ☐

40. If you could make any changes in your school, what would you do? (Please write in.)

THANK YOU FOR YOUR COOPERATION

APPENDIX G

Letters of Endorsement, Study Announcement

MINISTRY OF EDUCATION
MONROVIA, LIBERIA

July 16, 1974

Dear Fellow Educator:

In keeping with our desire to make our schools and training programs for teachers more effective the Ministry of Education has endorsed a comparative comprehensive study of government and non-government senior high schools. This study is being conducted by Dr. Rodney J. Reed, Assistant Professor of Educational Policy, Planning and Administration, University of California at Berkeley, U. S. A. The study will examine school economic, physical and human inputs and measured student cognitive and non-cognitive school outcomes. It is hoped that the results of this study will identify correlates of Academic Achievement that can be replicated in all of our schools.

To collect the data for this study questionnaires have been developed for students, teachers, principals and Assistant Supervisors. These questionnaires require a minimum amount of time to complete and are anonymous. The answers you provide on the questionnaires will only be reported in group form and in no instance will the information be identified with any individual.

Your participation in this study is greatly appreciated and I trust you will give Dr. Reed your complete cooperation.

Very truly yours,

Joseph G. Morris
ASSISTANT MINISTER OF EDUCATION
FOR INSTRUCTION

Monrovia Consolidated School System
Monrovia, Liberia

July 17, 1974

Dear Educator:

The Ministry of Education, Republic of Liberia, has endorsed a comparative comprehensive study of government and non-government senior high schools under the direction of Dr. Rodney J. Reed of the University of California at Berkeley, U.S.A. This study will indentify school physical, economic and human characteristics that may be associated with student school success. The outcomes of this study will be used to plan more effective school programs and practices that will benefit our youth.

In my view this study will be a valuable contribution to the development of secondary education in Liberia. I hope therefore, that you will cooperate fully with Dr. Reed in this endeavor. Questionnaires have been designed to collect data from 10th and 12th grade students, teachers, and principals. Your participation and participation of your students is encouraged and will be greatly appreciated.

Respectfully,

M.I. Harding, Superintendent
MONROVIA CONSOLIDATED SCHOOL SYSTEM

ANNOUNCEMENTS

Certain officials from the Ministry of Education will be carrying on a Man—Power—Study in the High Schools of all the Counties. The cooperation of all school officials in each county is highly solicited. The schools concerned and the dates of visit are as follows:

MONTSERRADO		DATE
1.	C. Tolbert	July 31, 1974
2	WVS Tubman a.m.	Aug 1
3.	College of West Africa	
4.	Student Union	" 1
5.	WVS Tubman p.m	" 1
6.	Augustus F. Caine P.M.	
7.	B W. Harris	" 2
8.	Martha Tubman	" 2
9.	National High	" 2
10.	Samuel Hancock	9
11.	BWI	" 6
12	KRTTI	" 7
13.	Dickerson Memorial	" 5
14.	St. Cristopter — Ex	" 5
15.	C.H Dewey	" 5
16.	Presbyterian Todee Mission	" 8

LOFA

1.	Voinjama High	Aug. 26
2.	St. Augustin	" 26
3.	Z T I.	" 27
4.	L.T.I.	" 27

CAPE MOUNT

1.	Episcopal	Aug. 8
2	Government High School	" 8

SINOE

1.	Sinoe High School	Aug. 21

MARYLAND

1.	Cape Palmas High	Aug. 20
2.	J.J. Dayrell	" 20
3.	Bishop Furguson	" 20
4.	Our Lady of Fatima	" 20

GRAND GEDEH

1.	Tubman Wilson Institute	Aug. 19
2.	Webbo Extention	" 19
3.	Assembly of God	" 19
4.	Bishop Julo	

BONG

1.	Gboveh High	Aug. 30
2.	Kono's Academy	" 29

NIMBA

1.	Sanniquellie Cent. High	Aug. 5
2	St. Mary	" 5
3.	Carroll High	" 6

GRAND BASSA

1.	Bassa High	Aug. 12
2.	Liberian Christian	" 12